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ABSTRACT

A practical guide for those interested in beginning a career in student affairs is presented. A "systems placement process" approach was used to organize the guide, from initial interest to placement in a student affairs position. Chapters are: (1) identify student affairs fields; (2) identify jobs (friends, letters, placement offices, journal announcements, professional organization, conferences, meetings and visitations); (3) review qualifications; (4) qualified/not qualified; (5) apply for jobs (application, resume, tests, placement file, follow-up); (6) exploration (visitations, review of materials); (7) interested/not interested; (8) interviewed/not interviewed; and (9) position offered/not offered. Two chapters concerning special considerations in student affairs placement are appended: (1) career opportunities in community college student personnel, by Dale Miller; and (2) student affairs in predominantly black colleges, by Frank Austin. Also appended are a list of 71 student personnel higher education associations, with information concerning each, and a bibliography of student personnel roles--basic studies, student personnel administration, activities, admissions-registrars, athletics, career planning & placement, community services, counseling and testing, data processing, financial aids, foreign students, housing, learning skills, legal affairs, men's affairs, experiential education, ombudsman, oreientation, recreational-cultural affairs, special minority programs, student union, veteran's affairs, and women's affairs. (KM)

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CAREERS IN COLLEGE AND UNIVERSITY STUDENT AFFAIRS

A Monograph Written and Edited by
William G. Thomas
Jane S. Permaul

Educational Careers Center
University of California, Los Angeles

California Personnel & Guidance
Association Monograph No. 7
In Conjunction with the ERIC
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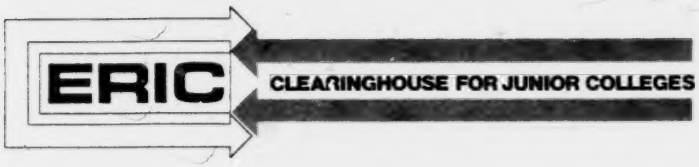

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PREFACE

Finding a job in college student affairs often is more chance than thought, more personality than perseverance. Being at the right place at the right time and knowing the right persons have become vague distinctions in finding that first job.

Accordingly, we, of the California College Personnel Association, felt that individuals interested in careers in student affairs were in need of a practical guide, one which would not eliminate the factors of personality and chance, but which would provide direction and encouragement. We approached the officers of the California Personnel and Guidance Association with our concerns, and they agreed that a manual was needed to help pre-professionals gain greater direction and have an equal footing in their search for that first job in student affairs. Thus, our sponsorship is mutual.

We asked Bill Thomas and Jane Permaul of the Educational Careers Center at UCLA to prepare this monograph on our behalf because of their own variety of experiences in the student affairs field and their current expertise in career development in this area.

My many professional colleagues in student affairs join me in hoping that you enjoy and gain from this publication.

Edmond C. Hallberg
President
California College Personnel Association

FOREWORD

Note: In the October, 1972, *NASPA Journal*, a letter to the editor in the section "Points of View" seemed pertinent to the subject of this monograph. It is reprinted in part with the permission of the author and the NASPA Journal editor.

. . . . . William G. Thomas–Jane Permaul

. . . Let's stop manufacturing models. The existence of a student personnel profession is an authentic myth with an accumulated set of symbols ("personnel point of view, etc.") and there are truths in every myth to be explored, enlarged, expanded, often applied and made meaningful. Most of us know essentially what and who we are and models tend to distort reality and contribute to a store of jargon. Subscription to a model will not ordinarily resolve the very real problems we encounter and many of us have long experience in circumventing some of the modular frameworks in which we must function. Any institution of higher education may have a viable and productive student personnel program if it wishes to have one. There is not magic in the formula. You just staff the ranks with people who daily search for wisdom, desire to cultivate each precious human soul (*one does not "grow" a tomato – it grows itself with your interest and attention*) and from a literate background endeavor to keep in attunement with divine, transcendent sources of order as partially revealed.

E. Frank Masingill – Dean of Men and Assistant Professor of History – Louisiana State University, New Orleans, La.

As Dean of Educational Careers Center, University of California, Los Angeles, Dr. William G. Thomas coordinates the University's placement and career counseling program in the various fields of education; as well as related programs and projects. He has also headed UCLA's Committee on Experiential Education and teaches a course in which students are engaged in field study. Formerly Dean of Students at California State University, Northridge, where he was responsible for all aspects of student affairs; Dr. Thomas was previously Associate Dean of Students at UCLA and headed the placement program in business, industry and government. He has regularly taught counseling and guidance courses at UCLA; California State University; Los Angeles; and Loyola-Marymount; among other Southern California colleges and universities.

He is an author, frequent speaker and consultant in student affairs and personnel management areas. He resides with his wife and four sons in Northridge, California.

Jane Permaul has been involved in student affairs for almost 10 years. Her training and background are varied reflecting her strong belief that student affairs personnel must be competent as administrators, educators and generalists about the phenomenon of living.

She is the Associate Dean of the Educational Careers Center at the University of California, Los Angeles with major responsibilities in personnel development, career counseling, placement advisement and experiential learning. She received her doctorate degree in higher education from UCLA, a B.A. in Economics from Oberlin College and an M.S. in College Student Personnel Work from Southern Illinois University in the areas of minority and womens' affairs, child care, student activities, foreign student affairs and resident hall programs.

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The Society for Field Experience Education

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INTRODUCTION

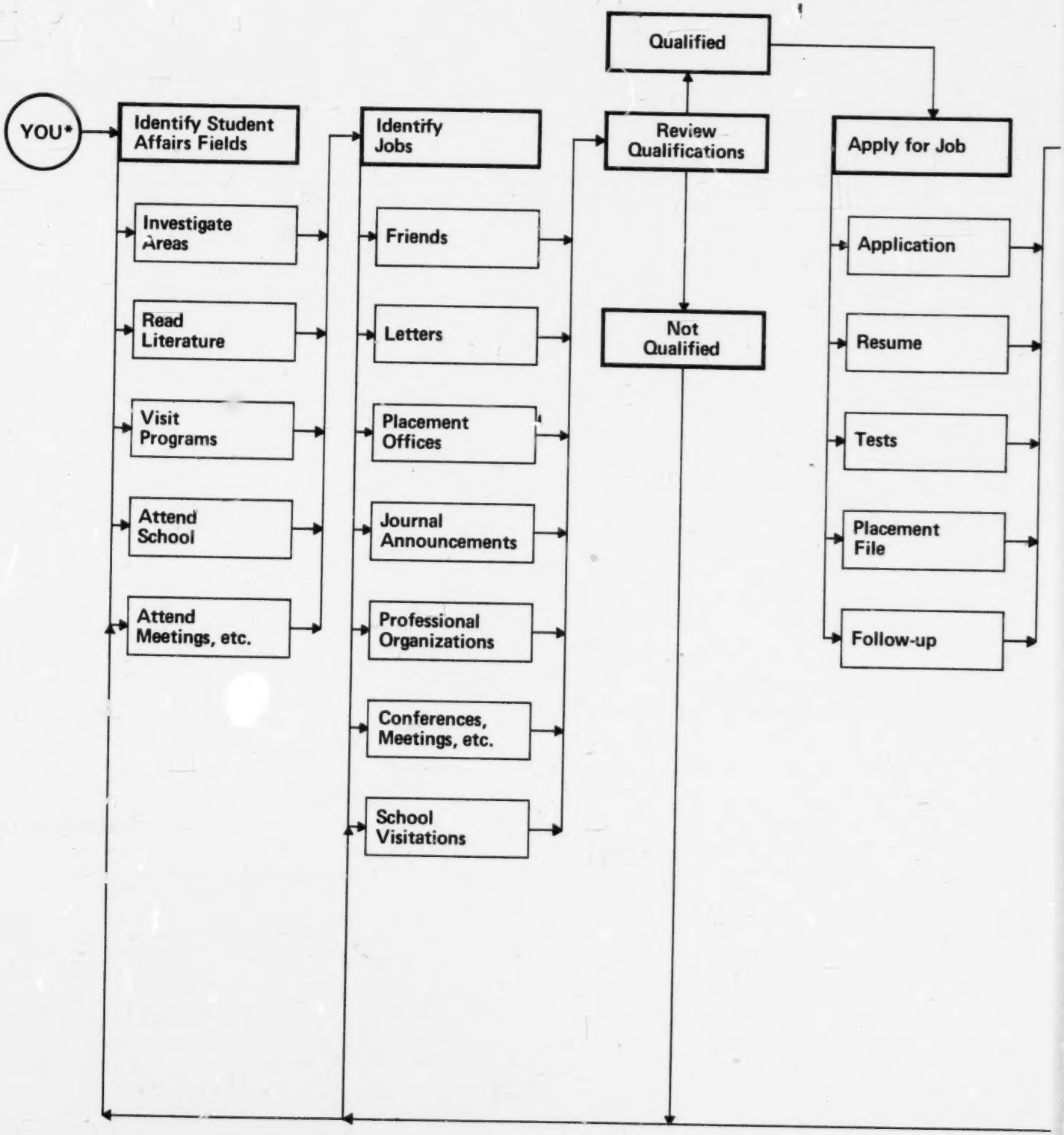
This monograph (monograph – "a treatise on a single gem" – in this case, placement opportunities in student affairs) has been developed for the individual interested in pursuing student affairs as either a career or a phase in his/her development. As evidenced by the table of contents, we have followed a particular "systems placement process" in organizing the monograph, from initial interest to final placement success. Realistically we presume that some readers will look at parts of the information and immediately forget them; some will follow several of the directions suggested and later reject them; some will take detailed notes and apply them to their personal situations; some will get jobs; some won't.

The idea of a system should help you to visualize yourself in various phases of a new experience. To investigate desired experiences, you identify the various possibilities of the one most desired (like a trip to Paris), you review what means are available for you to accomplish your mission, and you go after it. At any point, you can look back into the system and try for a new and different experience. A system enables you to visualize where you are in a particular process, placement or otherwise.

A systems organizational approach (i.e. identifying various tasks and resolving particular problems or exploring appropriate issues) is very adaptable to student affairs. Systems models can be designed for the particular and unique situations within student affairs. One must sometimes forget about individual status, line relationships, infringment on territories of responsibility, and politics and deal with the situation at hand. This may involve bringing together a dean of one area, a secretary in another, an activist student, a number of the minority communities, a faculty member, and others to resolve a financial aids problem. It may require the assignment of members of various student affairs staffs to address and receive solutions to problems in crisis intervention, drug counseling, alienation, or whatever.

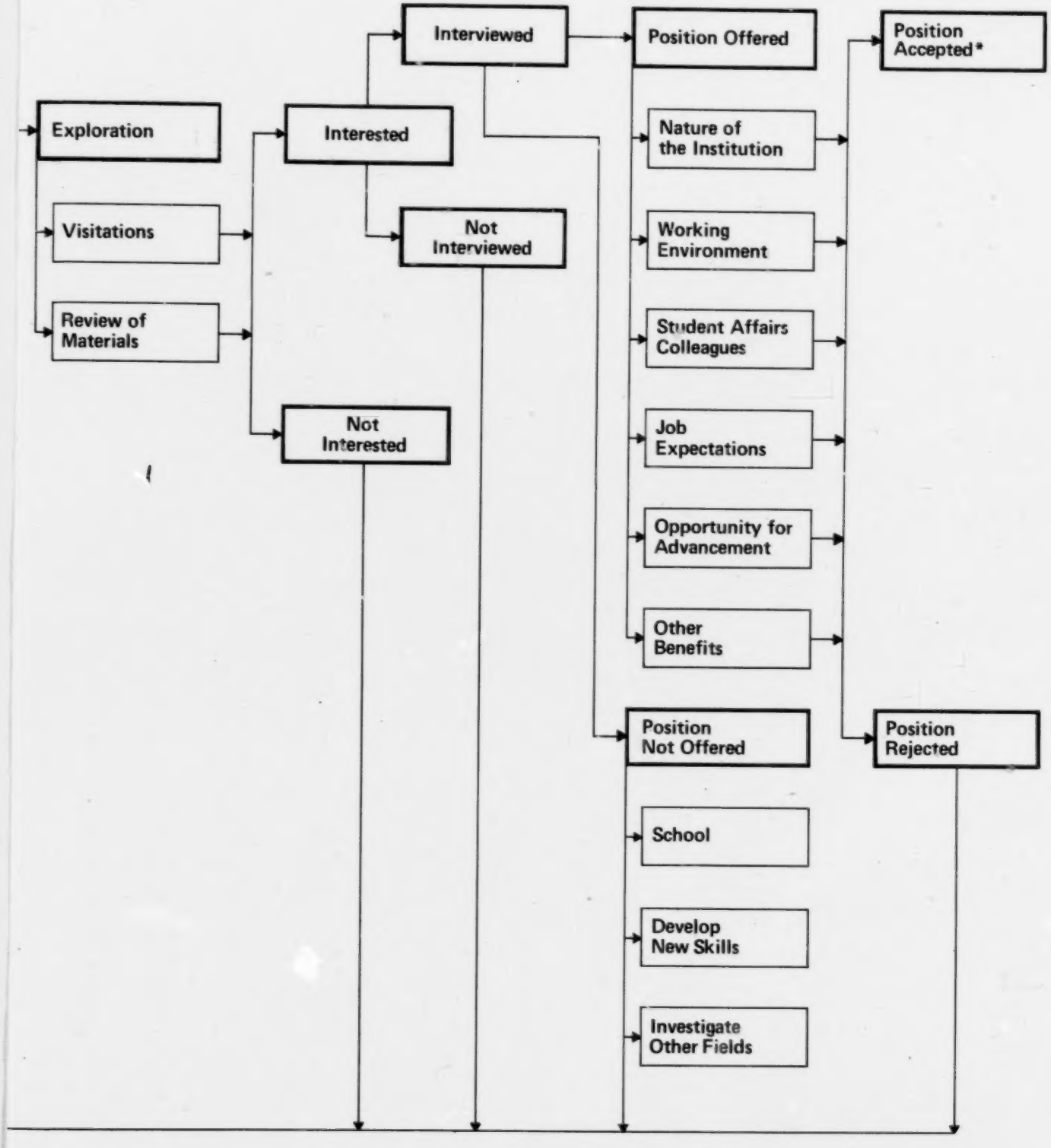
Systems, therefore, may be the waves of the future, but people will still have to ride or be inundated by these waves.

To those of you who have your surfboards ready, we dedicate this monograph.

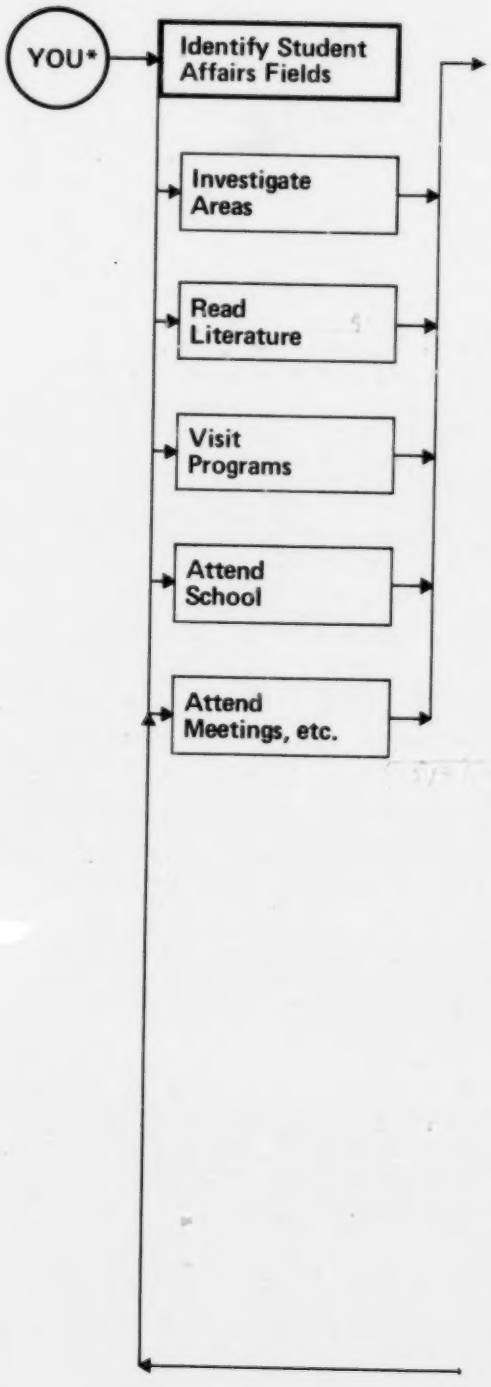


*How many of you?
What qualifications?

STUDENT AFFAIRS PLACEMENT



*How may positions?
What requirements?



Chapter I

IDENTIFY STUDENT AFFAIRS FIELDS

Development and Definition of Student Affairs

Career opportunities in "student affairs" have existed in the United States since higher educational institutions began. Harvard College, in its initial charge, included the following: "You shall take care to advance in all learning, divine and humane, each and every student who is or will be entrusted to your tutelage, according to their several abilities; and especially to take care that their conduct and manners be honorable and without blame."[1] People involved in "student affairs" then were, in essence, the *faculty* of the institution. They were concerned with all aspects of student life, both academic and nonacademic.

As the sizes of colleges and universities grew following the Civil War, most institutions created an "administration" to cope with the enlarged responsibilities of the institution. This was also a response to the need to free scholars, namely faculty, from management responsibility to concentrate more fully on scholarly pursuits, e.g. research, writing. This response gave birth to such positions as the secretary of faculty, registrar, admissions officer, vice-president, dean, dean of women, dean of men, and assistant dean. The *deans* stood out among the many sorts of administrators in expanding their efforts to maintain the "collegiate and human values in an atmosphere of increasing scholarship and specialization."[2] The dean's role became an extension of the original American faculty, and in many ways, an extension of the parental role.

By 1920, as the growth of American higher education continued, new roles for modern American higher education emerged, calling for both an academic and a collegiate orientation, each emphasizing respectively, the intellectual and the "social-moral" development of each student.[3] Along with growth and development, the separation of the faculty and administration became more distinct, clearly removing the responsibilities of the "social-moral" development from the faculty. At the same time, the *deans* having undertaken these responsibilities, developed an area which substantially created many career opportunities in what is known today as *student affairs*, student services, student personnel or other appropriate descriptive terms.

Given its history, student affairs of today administratively inherited a collection of functional responsibilities, such as housing services, financial aids, and

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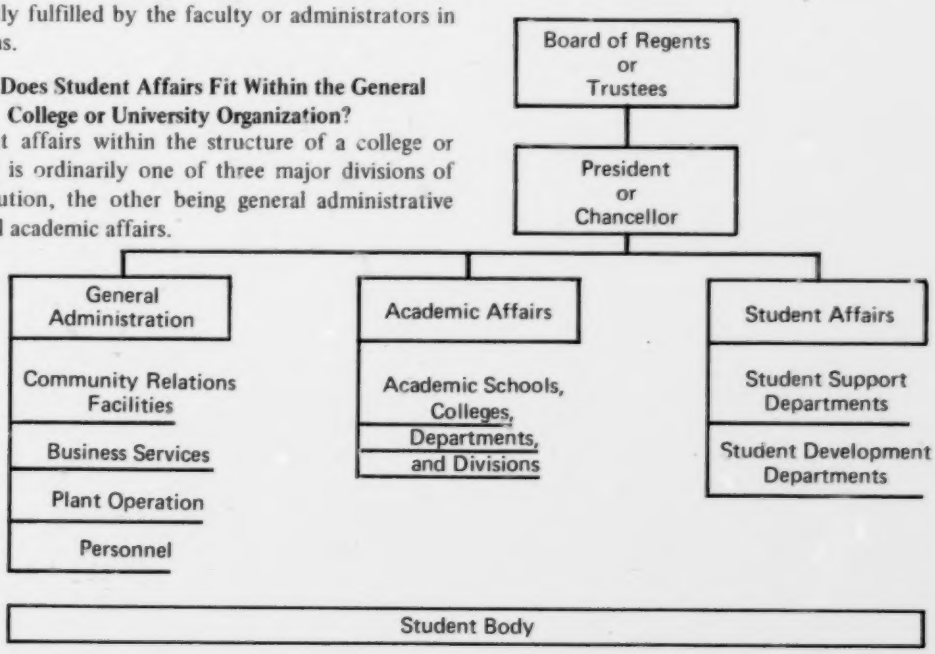
[1] Samuel Eliot Morison, *Harvard College in the 17th Century*, Vol. 1 (1936), p. 19
[2] Frederick Rudolph, *The American College and University*, New York: Random House, 1962, p. 435
[3] *ibid*, pp. 464-65

student activities. However, student affairs has not stopped with a small collection of responsibilities. The field has too much of a history and a commitment to the development of the *whole* person. Accordingly, professionals in student affairs have assumed the responsibilities in student development which have not been proficiently fulfilled by the faculty or administrators in other areas.

Where Does Student Affairs Fit Within the General College or University Organization?

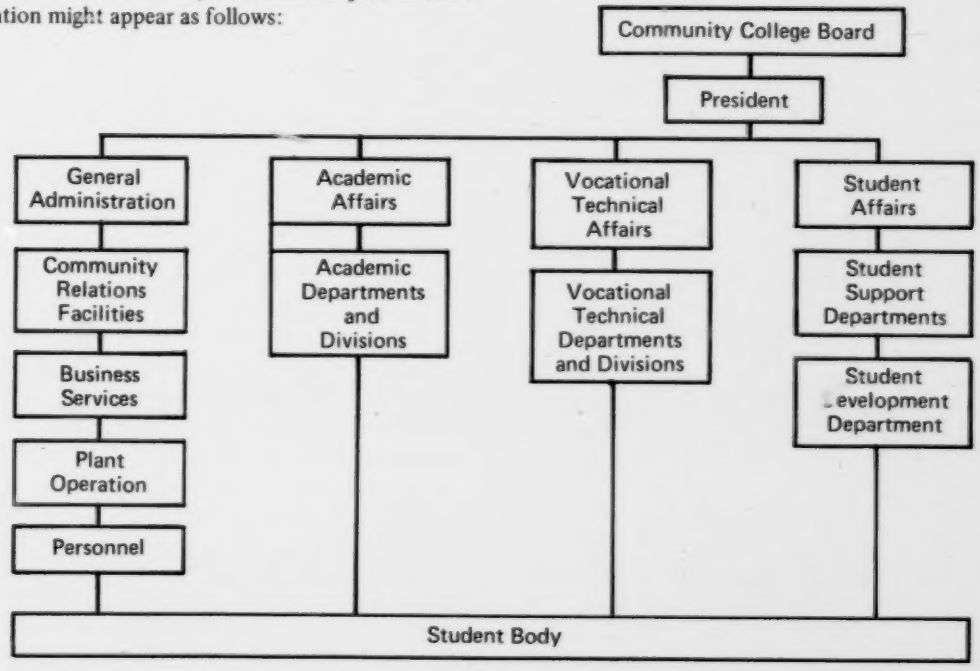
Student affairs within the structure of a college or university is ordinarily one of three major divisions of the institution, the other being general administrative affairs and academic affairs.

4-year College-University Organizational Model



Within a junior or community college, a vocational-technical dimension is usually added as a major unit. The organization might appear as follows:

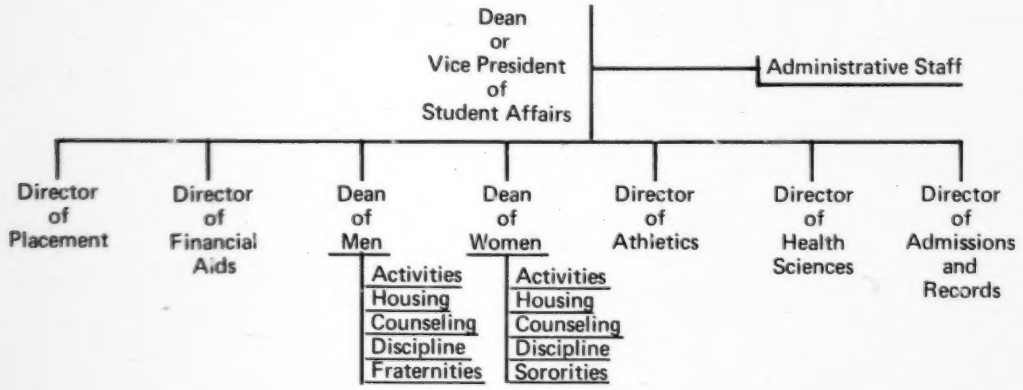
Community College Organizational Model



What are Some Examples of Student Affairs Organizational Models?

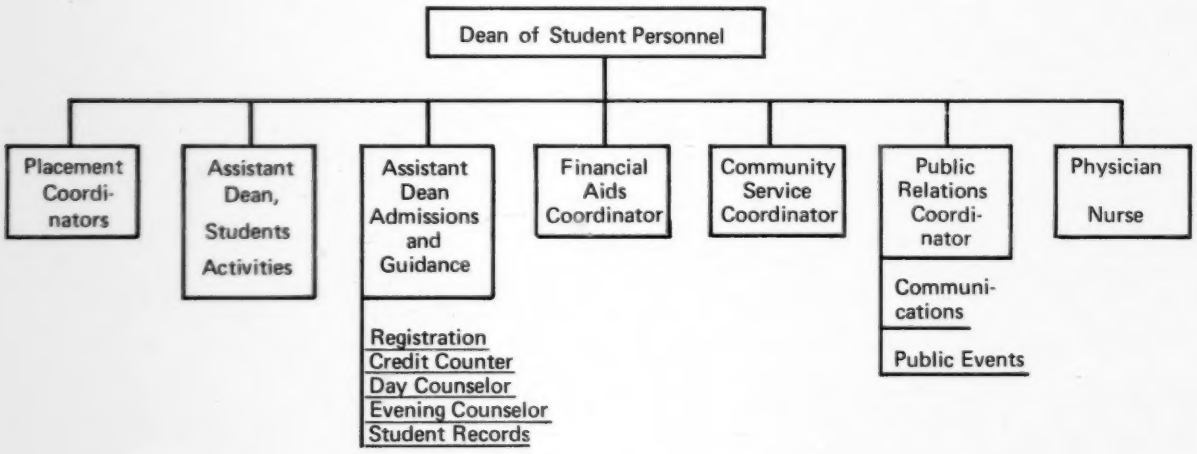
As to Student Affairs organizational models, they differ according to the students served, the skills of student affairs professionals, the priority placed in the area within an institution, and the developmental aspects of the programs involved. Some typical models follow:

1. Typical Traditional Four-Year College and University Student Affairs Organizations



The practice of separating men's and women's affairs has diminished as the co-educational approach to higher education becomes more and more prominent. Therefore, posts for dean of men and dean of women are disappearing. Their responsibilities have been taken up by associate and assistant deans and counselors serving both men and women.

2. Typical Traditional Community or Junior College Student Affairs Organizations



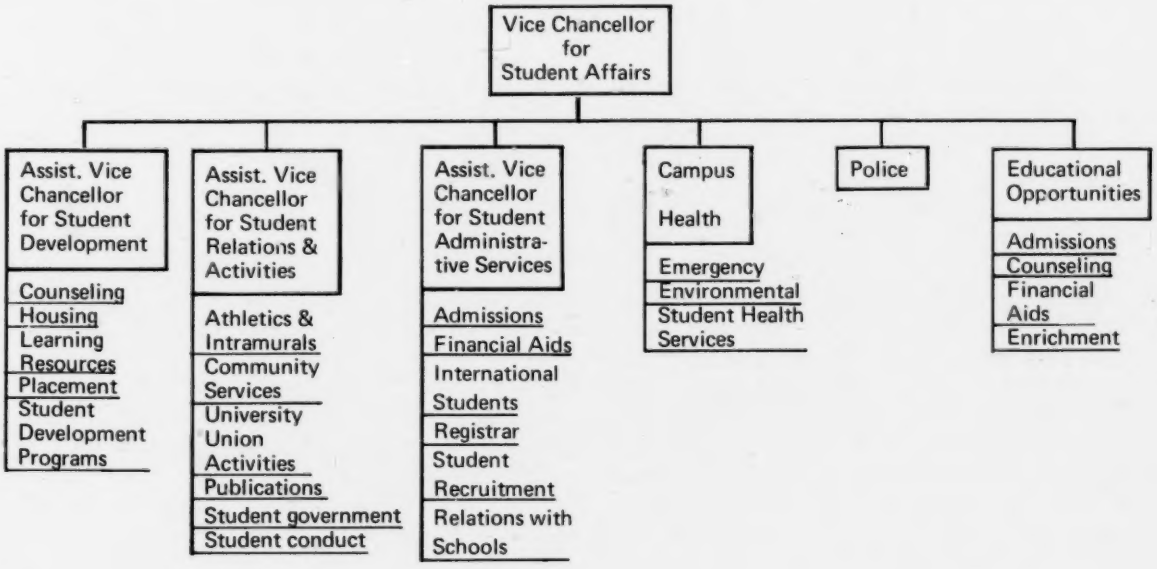
This model is still typical on community college campuses. The extent of student services compared to four-year colleges and universities is limited since students are expected to take advantage of community resources. For purposes of budgeting, many community colleges combine several student affairs functions into one position such as counseling and placement or financial aids.

3. Alternative Models

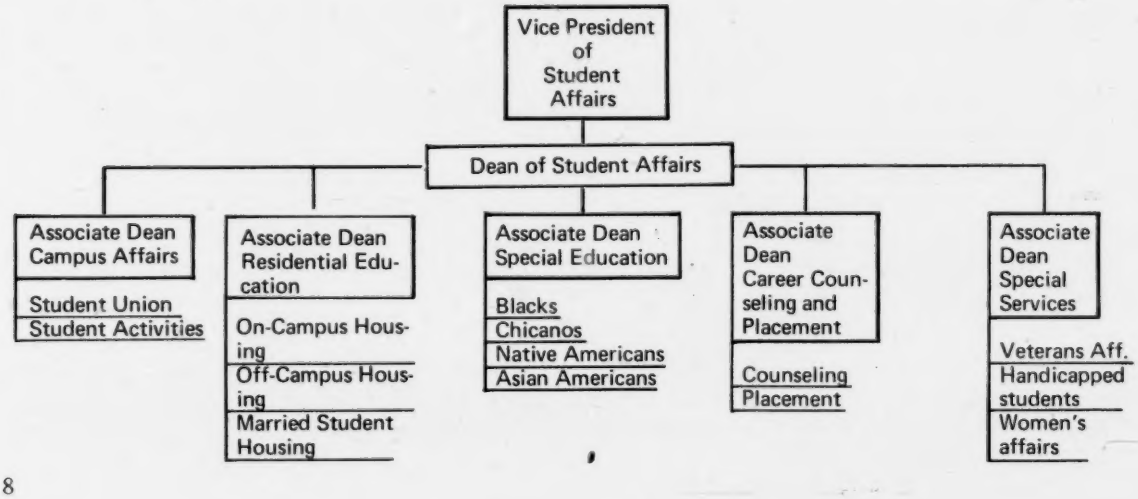
The alternative models (with the exception of Model D) are prominent models used on most college-university campuses. The choice of these typical pyramid administrative structures to a great extent depends on the size of the campus and the emphasis on student affairs. Plan A is generally found on a large campus with above average emphasis on student affairs, while Plans B and C exist on campuses with less extensive student affairs programs. They may also be found on smaller campuses.

Model D is found on few, if any, college or university campuses currently. It, however, reflects a systems management approach more compatible with many of the values and commitments held by student affairs professionals – provision of participatory management. The stress is team work, rather than competition. Staff is not looked upon as being either high or low in status, but as having specific responsibilities equal or greater in value to those of other staff members, depending on the particular task at hand, or situational thrust.

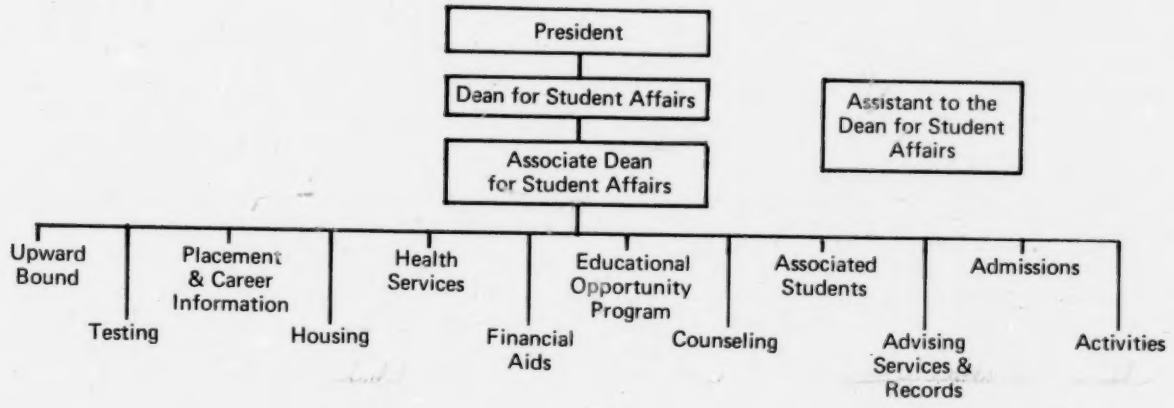
Model A



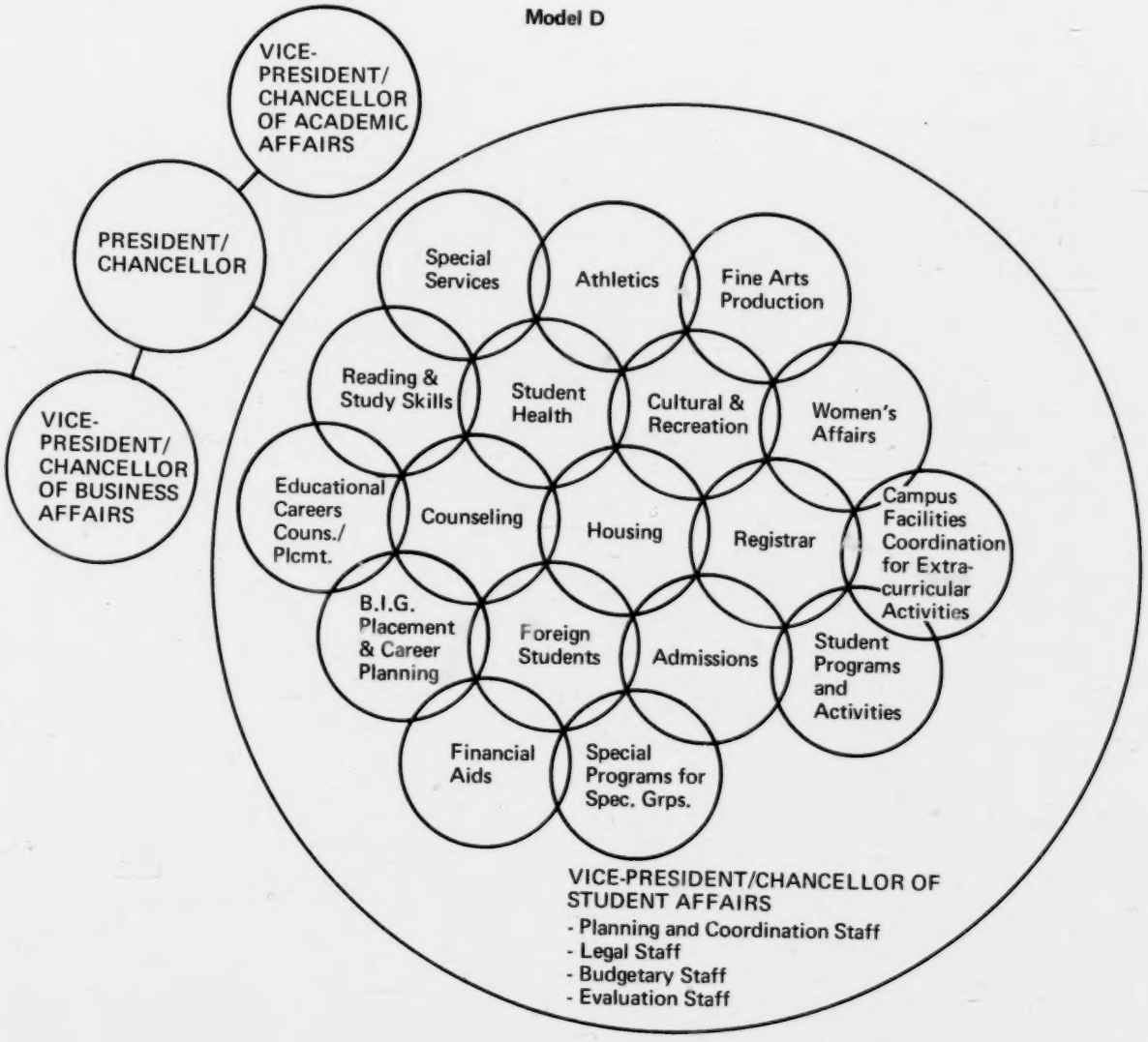
Model B



Model C



Model D



Investigate Areas

In considering the various entry or career areas within student affairs, we have identified twenty-two different options. There are actually more. Among those we have included there are both similarities and differences.

As you consider the fields within student affairs, you should be aware of the entry level, middle level and upper level requirements of positions.

What are entry level student affairs positions? (Examples: Residence Assistant, Placement Interviewer, Financial Aids Analyst, Activities Advisor, etc.)

Entry level jobs in any of the student affairs areas involve work that could be classified as generally semi-skilled, where one has some previous familiarity with the functions and tasks he will be performing and with the area of student need or support. Usually, a minimum of direct supervision is required. Some amount of independent judgement will be involved; such as, recommending a financial and loan package, scheduling employer representatives for placement interviews or organizing an intramural sports basketball playoff. One should have a semi-independent knowledge of his job, which means that, in a short while, he will have a better idea of what he is doing than anyone else. Usually, there is some variety in his work.

The qualifications for entry level student affairs jobs differ as to functional area. Certainly financial aids work is not the same as a housing officer's responsibility. Personal counseling is unlike organizing a homecoming dance. Further, functional areas differ from school to school. A three person student affairs staff on the campus of a small community college handles everything. A three man and/or woman staff on a larger campus may be responsible only for the new student orientation program.

So, besides the requested academic and work experience background, qualifications include being able to take personal responsibility for one's performance and having the proper knowledge to be applied to the ordinary situations involved in a particular type of job.

Additionally, one should know himself pretty well. As the "in" people say, "he should know where his head's at." He should have identified his skills, recognized his unique talents, and personal interests, and, importantly, he should know his limitations. People out on unfamiliar limbs can sometimes fall or be sawed off. One must be in a state wherein he can be a receptive learner and, at the same time, be able to develop confidence in the strengthening of old skills and the acquisition of new ones and of program knowledge. One should be able to appreciate the work aspired to as a process, as well as a producer of monetary and maturation gains.

What are middle level student affairs jobs? (Examples: Student Union Program Coordinator, Counseling Psychologist, Associate Dean of Student Activities, etc.)

These positions are in the "journeyman" range in student affairs. They usually require proven and creative skill, involve a minimum of direct supervision and a great amount of independent judgment, especially on procedures. As a matter of fact, there is considerable independence at this level, one being greatly accountable to himself. Additionally, there is variety and depth. There are many opportunities to counsel and to train others, and ample occasions to contribute to the improvement of the student affairs unit or total organization.

Major qualifications (and difficult to measure ones) are creativity and awareness of the educational world. Initiative is of prime importance. One must be aware of personal and organizational needs and how to effectively and constructively present or resolve them. One must be able to identify or, better yet, anticipate potential problems. He must have analytical and problem solving skills. He must recognize and evidence the roles of standards and leadership.

What are top level student affairs jobs? (Examples: Vice President-Student Affairs, Dean of Students, Director of Housing, Dean of Counseling Services, etc.)

These are positions "where the buck stops", with some checking and monitoring from above. They are jobs where program or skill competence is at a high level and/or where one may direct one or more student affairs programs. Some of these jobs are not of an organizational management level, but of an activity-management level, such as chief counseling psychologist, senior career counselor, or Program Director, where a high level of expertise is required and one's competency has little connection with the number of people supervised. High technical or skill leadership is involved; there is usually a great deal of responsibility for others or for program areas, considerable independence and, in many cases, substantial supervisory responsibility.

Qualifications are as varied as pebbles in a stream. Comprehension and commitment are key concerns. One must have great understanding of the relationships between individuals, processes, and the educational institution itself. One must understand leadership in the context of the academic community. One should comprehend the values, realities, and goals of a student affairs organization. One should be able to develop responsibilities, autonomy, and be committed to the service of students and the cooperation with and support of colleagues within and outside of the community.

Top level student affairs jobs require multiple skills. One must be able to articulate and interpret observations, experiences, and situational understanding. One should have the ability to translate values and interpretations to others, and have confidence (with flexibility)

in self-knowledge and personal value commitment. Finally, one should be continuously aware of and adaptable to the development of realistic standards, ingredients for intelligent judgement, and effective and dynamic leadership.

Student Affairs Areas Include:

Functional Area: Administration and Management of Student Affairs

Examples of Responsibilities – This is the top student affairs job in a college or university. The incumbent is in charge of all programs relating to student support and welfare: housing, counseling, placement, financial aids, cultural and recreational affairs, health services, student activities, veterans affairs, and, depending on the nature and size of the institution: admissions and records, foreign students, reading and study skills, experimental education, and student discipline. He develops policies and practices, represents student needs and concerns to the institutional cabinet, the faculty senate, and appropriate governing bodies. He plans developmental programs, budgets, and maintains student affairs units with the help of his staff.

Qualifications – Such positions usually require a doctoral degree and at least three years experience in some aspect of student affairs. One must have evidenced leadership qualities and planning and decision-making abilities. He must be sensitive to student problems and discern between major and minor issues.

activities, veterans' affairs, and, depending on the nature and size of the institution: admissions and records, foreign students, reading and study skills, experimental education, and student discipline. He develops policies and practices, and represents student needs and concerns to the institutional cabinet, the faculty senate, and appropriate governing bodies. He plans developmental programs, budgets, and maintains student affairs units with the help of his staff.

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Salaries – Four year College and University:
Beginning range: $8,000-$16,000
Middle range: $12,000-$20,000
Upper range: $16,000-$30,000
Community College:
Beginning range: $12,000-$16,000
Middle range: $14,000-$20,000
Upper range: $18,000-$35,000

Future Prospects – Chief student personnel officers will always be needed. Of late, there has been less emphasis on the doctorate and more on such experiences as law and public service.

Titles – Dean of Students, Student Affairs, or Student Life, Vice President or Vice-Chancellor of Students.

Functional Area: Activities

Examples of Responsibilities – The department head is responsible to either the Dean of Student Affairs or the Vice President or Vice Chancellor of Student Affairs. Staff members are involved with one or more of the responsibilities noted. They schedule all non-academic activities to be held on campus; advise student groups on organizational goals, activities and programming; participate in the rules and regulations related to campus activities; enforce and interpret these rules and regulations; develop leadership and organizational skills among interested students; through students, develop and maintain a balanced activities program on campus.

Qualifications – Entry positions require a BA degree, extensive experience in student activities and leadership, ability to work in informal, ambiguous and uncertain situations, ability to communicate and relate to college students and administrators, knowledge regarding special areas of activities, e.g. socio-political activities, religious groups, social groups, etc; energetic and enthusiastic; ability to work different hours. Higher positions require more experience in administration and counseling and more comprehensive knowledge in activities areas. Some legal knowledge can be most helpful.

Salary – Four Year College and University:
Beginning range: $8,000-$12,000
Middle range: $11,000-$16,000
Upper range: $14,000-$25,000
Community College:
Beginning range: $6,800-$10,000
Middle range: $10,000-$16,000
Upper range: $14,000-$25,000

Future Prospects – This area has been part of student affairs since its inception. The need for qualified persons continues at a steady rate, especially for those with recent experience and some legal knowledge.

Common Titles – Dean, Associate or Assistant Dean of Student Activities; Dean, Associate or Assistant Dean of Students-Activities; Assistant to the Vice-President or Vice Chancellor for Student Development; Student Activity Program Adviser or Counselor; Director - Office of Student Organizations; Director - Fraternity Affairs; Activity Adviser - Student Government, Research, Public Relations, or other area.

Functional Area: Admissions and Registrar

Examples of Responsibilities – The division head usually reports either to the chief student personnel officer or the head of academic affairs. Admissions responsibilities

include the recruitment, screening, and admissions of students in conjunction with campus enrollment targets, the academic plan and established admissions requirements; provision of admissions counseling, maintenance of liaison with high schools and colleges on admissions matters; and processing of admissions applications. Once a student is admitted to an institution, the registrar assists and monitors his progress. He conducts course and academic program enrollments, publishes catalogs and class schedules, maintains academic records, checks on academic progress, issues transcripts and diplomas and produces statistical reports.

Qualifications – A BA degree, with an academic background in one of the behavioral sciences or business administration are minimum qualifications. Experience in admissions and records, student recruitment, or academic advisement is helpful. Knowledge of data processing, academic major requirements, and alternative educational patterns is beneficial.

Salary – Four Year College and University Admissions:
Beginning range: $6,000-$12,000
Middle range: $9,000-$15,000
Upper range: $14,000-$24,000
Registrar:
Range: $9,800-$24,000
Community College:
Range: $12,000-$24,000

Future Prospects – In the past and in the future, professional college staff members have had and will continue to have the responsibility for identifying, enrolling, and monitoring the academic progress of the student. As registrants and student body analysis become more sophisticated, so must workers in the field gain new skills. Prospects are good.

Common Titles – Assistant, Associate, and/or Director, Dean, Officer, Dean of Admissions and Records, Admissions, Registrar, Director or Coordinator of Relations for Schools, Admissions Counselor.

Functional Area: Athletics

Examples of Responsibilities – Reporting directly to a campus president or to the chief student personnel services officer, the head of a school's athletic program coordinates all intercollegiate competitive sports, both major (football, basketball, track, baseball, etc.) and minor (volleyball, lacross, surfing, etc.). A school recreational program, including intramurals, may also be coordinated by the athletic department. Among responsibilities are the recruitment, financial, and academic support of athletics, the care and scheduling of gymnasia and other sports facilities; the purchase, storage, maintenance and issuance of uniforms and athletic equipment, and the control of the flow of funding, event admissions, and expenditures, liaison with athletic leagues and conferences, the press, and community relations.

Qualifications – Entry level positions usually require at least a bachelor's degree and a major in physical education. Experience in athletics is a definite requisite. The majority of athletic directors are former coaches of major sports. Knowledge of athletics, ability to recognize and develop athletic talent, team cooperation, and competitive spirit are important characteristics.

Salaries – Beginning range: $6,000-$10,000
Middle range: $10,000-$18,000
Upper range: $18,000-$30,000

Future Prospects – Sports and athletics are a major American pastime. Successful college and university programs, however, usually require large financial outlay and winning teams. Larger schools have extremely sophisticated and expensive athletic programs. They are supported by spectator admissions, university funding, student funding, and radio and television revenue. In smaller schools, of late, the expenses of athletics have tended to decrease concentration in this area. Future prospects should, however, remain constant.

Functional Area: Community Services

Examples of Responsibilities – The campus is fast becoming an integral part of the community in which it resides and vice versa. This has resulted in community services rendered by the campus population–predominantly by the students to enrich and expand their learning experiences. Staff involved in community services coordinate and develop service opportunities in the community for students, advise student groups interested in community services and consult with community groups interested in utilizing campus resources.

Qualifications – A bachelor's or higher degree (preferably in the social sciences). Extensive knowledge of the community and some experience in student and community activities are essential. Administrative and counseling skills are also necessary. Skills in public relations and public speaking are preferred.

Salaries – Four Year College and University:
Beginning range: $9,000-$13,000
Middle range: $10,000-$16,000
Upper range: $14,000-$24,000
Community College:
Range: $9,000-$24,000

Future Prospects – This area, on most campuses, is a division of student activities. It is expanding just as the level of concern for the community is rising. Many minority students, in particular, need to provide immediate feedback channels to their home communities and encourage the rising of standards for those

who will follow them, In addition, the development of cooperative learning and experiential study may hasten the development and expansion of this area.

Common Titles – Director, Assistant Director, Coordinator of Community Services; Community Services Adviser; Coordinator of Model Neighborhood Liason; Director of Center for Community Service; Director of Student Volunteer in Community Services.

Functional Area: Counseling and Testing

Examples of Responsibilities – Counseling and testing services are usually provided by one department. In most situations, testing is used to supplement the counseling process. On most campuses, these services are provided by counseling psychologists and psychometrists for students with personal problems. In some cases, students with disciplinary or academic problems are clients on either a group or individual basis.

A few campuses, however, are branching out utilizing an array of personnel who share in common "a concern for human life, growth and development." Given this concept, the department concerns itself beyond personal problems of students, involving itself with the quality of campus-student life as a whole. Therefore, its staff serves as consultants, program coordinators or facilitators, as well as traditionally-conceived counselors.

Qualifications – To serve on a traditional counseling and testing staff, one needs to have a master's or doctorate degree in counseling psychology and knowledge about higher education as well as psychometry. On other counseling staffs, one needs to have successful experiences in relating, listening and living, to share a genuine concern for a high quality of human life, and to be mature and confident in the self in order to freely and effectively relate with others.

Salaries – Four Year College and University:
Beginning range: $7,000-$12,000
Middle range: $12,000-$16,000
Upper range: $14,000-$24,000
Community College:
Range: $11,000-$24,000

Future Prospects – Counseling and testing services in a traditional setting has been a part of student affairs in its modern history. The need for counseling is being questioned. To some campus decision-makers it suffers from the problem of nonaccountability. However, there are indications that the concept will not only survive, but will grow and develop as financial pressures are defused on college campuses.

Common Titles – Counselors, Counseling Psychologists, Psychologists, Psychometrists, Associate or Assistant Deans of Counseling and Testing Services, Clinical Counseling Psychologists, Associate Dean of Counseling and Student Services, Director of Counseling and Testing Services, Associate Dean of Students - Counseling and Group Work, Testing Officer and Counselor, Associate Dean of Student Services - Counseling and Testing.

Functional Area: Cultural and Recreational Affairs

Examples of Responsibilities – The department head may be responsible to the chief student personnel officer or, to the Director of Athletics or of Student Activities. The purposes of programs in this functional area are to provide for the participation by students in a variety of extra curricular experiences conducive to personal involvement and enrichment. Responsibilities include planning, organizing, administering and managing a campus-wide program of cultural and recreational activities including intramural sports for men and women; intercollegiate sports for women; recreational club activities, formal and informal instruction and participation in a wide range of leisure time involvement. The management and supervision as well as scheduling of sports and entertainment areas and facilities (gymnasia, fields, stadia, tennis courts, swimming pools, etc.) and the planning of new areas and facilities may also be involved. Instructional offerings may include automotives, banjo, basketry, chess, horseback riding, karate, dance, yoga, and the like. Examples of clubs are bowling, fencing, flying, mountaineering, skiing, and surfing. Special programs might be beach rides, scuba dives, ski trips, and back-packing journeys.

Qualifications – A bachelor's degree with an emphasis in physical education or recreation are often requisites for positions in the field. It also helps to have experience with a recreational program in a park, YMCA or similar organization. The ability to work with groups, knowledge of various types of sports (both major and minor) and crafts, of recreational facilities, and of the structural and entertainment interests of students is helpful. Higher positions require administrative skills to monitor the activities of numerous student groups and organizations, to provide equipment and facilities, and to anticipate the extracurricular interests of students.

Salaries – Beginning range: $6,000-$9,000
Middle range: $9,000-$14,000
Upper range: $14,400-$19,200

Future Prospects – There are not an abundance of cultural and recreational programs in colleges and universities throughout the United States. There should be. Life in higher education should not all occur in classrooms and libraries. It should also exist on playing courts, in theaters and concert halls, and at the mountains and beaches where healthy recreational outlets for students can be found. With a continued emphasis on leisure time activity, a broader interest in health and physical development, and a move towards co-educa-

tional recreation programs and women's intramurals, this field should grow.

Common Titles – Recreation Director, Supervisor, Officer or Program Director, Dean of Cultural and Recreational Affairs, Associate or Assistant Dean or Director, Center or Facility Manager, Director of Intramural Sports, Women's Intramural Supervisor, Recreation Association Director or Supervisor, etc.

Functional Area: Experiential Education

Examples of Responsibilities – The field of experiential learning, or education which takes place outside of the classroom or library, is not new. But, due to a reemphasis of concern on the part of many institutions to create opportunities for students to have "real-life" or field experiences to test the "world of reality" many campuses are adapting new forms of experiential education. It is a good example of a program which can bring together both the academic and counter-curriculum in the interests of students. Within student affairs, an experiential education department head could report directly to the student affairs chief officer or to the director of student activities. Within the experiential education department, off-campus opportunities enable the student to receive academic credit, money, experience or a combination of the three. The campus department would serve in the role of a brokerage and might even supervise the student's activity in the field.

Students could be teacher's aides in private schools, judicial assistants in an urban agency, tutors in a detention facility, para-professional health counselors in a hospital, among thousands of other roles. Student affairs staff in this area bridge the so-called "town and gown" gap through the placement of students in positions in business, industry, government and educational settings. Cooperative education, internships, and field study are examples of experiential education.

Qualifications – A master's degree or a doctorate would be basic necessities, with a perception of the affective benefits of learning and the alternatives of counseling students in ways to apply theory to practice. An awareness both of the "world of work" and the curriculum are essential areas of knowledge. One may also have to coordinate funds, evaluation systems, and teach concurrently.

Salaries – Beginning range: $7,000-$10,000
Middle range: $10,000-$15,000
Upper range: $15,000-$22,000

Future Prospects – This type of education is on the rise. Most reports on the deficiencies of higher education point to the necessity for reality-testing for students. The problems in job placement of graduates during recent years has highlighted their need for awareness of work roles and functions and practical problem-solving experience. Opportunities for experiential education specialists should be considerable, though not necessarily through the student affairs profession alone.

Common Titles – Work Experience Coordinator, Director of Experiential Learning, Field Study Supervisor, Coordinator of Off-Campus Internships.

Functional Area: Financial Aids

Examples of Responsibilities – The department head ordinarily reports to the chief student personnel officer. On occasion, responsibilities for placement and financial aids are combined in one department. To attend or remain in college, many students need loans, scholarships, and grant assistance. Financial aids staff review the monetary needs of students, the availability of funds, and, often in combination with part or full-time employment, develop financial planning assistance packages for students.

Among other areas of involvement, veterans and handicapped students programs, Economic Opportunity Grants (EOG), College Work-Study funds, National Defense Student Loans (NDSL), Law Enforcement Educational Programs loans (LEEP), local meal ticket programs, and State Equal Opportunity Programs (EOP) may be coordinated. Financial Aids Staff administer the disbursement of United States loans and grants, state instructional scholarship and need-based grants, and foundation and private financial sources. In some cases, financial aids staff members also aid students who have special financial assistance due to athletic prowess. Professionals in financial aids counsel and advise students in financial budgeting and personal economic matters. They solicit funding sources, organize the payment of monies to students, and account for financial aid distribution.

Qualifications – Usually a bachelor's degree, and experience in counseling, placement, or in a financially-oriented position are required qualifications. A sensitivity to student economic needs, and an understanding of various financial support alternatives are other preferred qualities. The abilities to provide individual counsel to students, to financial benefactors and to design financial planning packages are important. Higher positions, expecially in larger institutions, require considerable organizational and financial management experience.

Salaries – *Four Year College and University:*
Beginning range: $6,000-$12,000
Middle range: $12,000-$16,000
Upper range: $14,000-$24,000
Community College:
Range: $9,000-$20,000

Future Prospects – Time was when financial aids was the part-time concern of a college official who dispensed funds according to the academic success of scholastically-inclined students. One stopped on the "high-to-low" list of applicants when he ran out of money. With the concerted effort on the part of colleges and universities to make higher education available to those who could most benefit from further education yet who may not have received the highest grades, financial aid became based on need – on the abilities of a student and his family to afford his education. Financial advisement and distribution to students in the heterogeneous higher educational institutions of today will continue and, hopefully, grow, as new financial planning alternatives are developed and one is permitted to attend a college or university regardless of his personal financial situation.
Common Titles – Director, Dean, Associate or Assistant in Financial Aids or Student Support.

Functional Area: Foreign Student Services

Examples of Responsibilities – The office of foreign student services is usually responsible to the chief administrator of student affairs. It is responsible for the interpretation and administration of all current U.S. Immigration laws and regulations related to foreign students and visiting scholars. It is equally involved in counseling foreign students on matters related to academic programming, adjustment to the campus and the community, finances and other personal concerns. It also coordinates and develops activities and programs aimed at the international exchanges of all interested persons and the broadening of understanding of foreign cultures and societies through programs and activities.
Qualifications – Key qualifications include knowledge and understanding of foreign cultures, ability to overcome cultural, political and language barriers in relating with others, and patience. Knowledge in comparative education, community resources, immigration regulations, financial assistance and effective communication is helpful. Foreign language skill may also be beneficial. Experience in community work, foreign travel and informal counseling relationships is necessary.
Salaries – Four Year College and University
Beginning range: $8,000-$10,000
Middle range: $9,000-$13,000
Upper range: $11,000-$20,000
Future Prospects – The need for foreign student services personnel depends very much on the number of foreign students and scholars on any given campus. Currently, there is a slight decrease, though it is somewhat premature to claim the phenomenon as a trend. Major and reputable universities and colleges do not expect any significant decrease. The desire by people of other nationalities to study in the United States is still prominent though some reduction is occuring as other countries progress in developing their own educational facilities for higher education. The financial pinch experienced by some of the U.S. public institutions in many cases has discouraged foreign students attendance due to tuition increases and special fees for out of state students. Foreign students services, however, will always be needed.
Common Titles – Dean, Associate Dean or Assistant Dean of Foreign Students or International Students, Director of International Programs, Foreign Student or Foreign Scholars Counselor, Foreign Student Adviser.

Functional Area: Handicapped Student Services

Examples of Responsibilities – Services for handicapped students are often combined with other special services for selected groups such as veterans affairs and selective service under the chief administrator of student affairs. Services for the handicapped attempt to minimize physical barriers on-campus and help handicapped students adapt their abilities to the campus community. These services include consulting with various campus departments regarding the special needs of handicapped students, i.e. ramp accessability to buildings, readers for the blind, etc. On a one-to-one basis, such services include personal, career and financial counseling.
Qualifications – Depending on the sophistication of the department, qualifications for entry professional positions range from a bachelor's degree with an interest in handicapped students to a master's degree in rehabilitation counseling. For administrative positions, a doctoral degree is preferred in rehabilitation counseling and knowledge in educational administration and foundations, or higher education.
Salaries – Range: $7,000-$15,500
Future Prospects – Services for the handicapped are usually staffed by one or two persons on most large campuses. However, the federal government seems to be showing some interest through funding such projects as H.O.P.E. (Handicapped Opportunity Program for Education).
Common Titles – Director or Assistant Director of Special Services, or Specialized Student Services; Staff Assistant, Counselor, Administrative Assistant.

Functional Area: Housing

Examples of Responsibilities – Housing staff is concerned with the quality of student living situations. This concern is usually divided among student affairs personnel responsible for counseling, discipline and program development, and a business staff in charge of physical maintenance, housekeeping, food service and financial matters related to the buildings. In most cases,

each staff reports, respectively, to the chief administrator of student affairs and of business. In some cases, depending on the emphasis, both report to one chief administrator in charge of one of the two areas mentioned. Housing services provide a multitude of living situations – a variety of residence hall programs (to include coeducational and living, special interest or academic groupings, tutorial groupings, live-learn center), off-campus housing, married-student housing, and, in some cases, fraternity-sorority housed and cooperatives. Many of the student personnel positions are live-in situations.

Qualifications – Housing programs in residence halls need upper-division and graduate students to serve as para-professional counselors and advisers living with each unit. No formal training is required.

Entry full-time positions generally require a master's degree in behavioral sciences or business management depending on the area of responsibility. Experience in housing is extremely helpful. Professional growth depends heavily on the quality of previous experience supplemented by additional academic training. Experiences in dealing with racial discrimination in housing and landlord-tenant problems are added assets to the profession.

Salaries – Four Year College-University:

Beginning range: $6,000-$9,000
Middle range: $8,000-$14,000
Upper range: $14,000-$22,000

Future Prospects – Students always need housing though the preferred format fluctuates somewhat unpredictably. Those professionals involved with the business aspects are getting into catering and conference services. Those involved with student affairs seem to move toward off-campus housing programs with such concerns as child-care for married student housing, racial discrimination, and landlord-tenant problems. Residence hall programs need re-vitalization. Future prospects require imagination and creativity.

Common Titles – Dean, Associate Dean or Assistant Dean of Housing, Residence Hall, Off-Campus Housing, Married Student Housing, Housing Services, Men's Housing, Women's Housing, Residence Life or Resident Student Programs; Director or Assistant Director; Resident Advisor, Head Resident; Assistant Dean in Residence; Residence Hall Manager; Community Housing Coordinator; Food Service Manager; Business Manager-Housing; or Student Housing, In-Resident Advisers and so on.

Functional Area: Learning Skills

Examples of Responsibilities – This is a relatively new area of student affairs. It is concerned with teaching and developing skills in reading, studying, writing – in short, the process of learning. Most learning skills departments provide assistance in remedial reading, speed and purposeful reading, effective and efficient studying, note-taking, lecture listening and exam and paper writing. Some departments go one step further by providing opportunities for students to explore the whole concept and experience of education. One works with students on both an individual and group basis.

Qualifications – One must possess knowledge and experience in the process of "learning" and must be able to diagnose learning problems and to counsel students accordingly. A bachelor's degree or more is required. Most staff members have degrees and experiences in education, with an exphasis on reading and learning processes, counseling and English.

Salaries – Four Year College and University:

Range: $9,500-$16,000
Community College:
Range: $10,000-$18,000

Future Prospects – This is a developing area and a few campuses have begun to establish departments. Therefore, the prospects are good for qualified personnel.

Common Titles – Director or Assistant Director, Manager or Assistant Manager, Associate or Assistant Dean of Learning Skills, Reading, Study, Writing, or Learning Center, or Clinic; and Counselors; Special Services, Reading and Study Skill Specialists.

Functional Area: Legal Affairs

Examples of Responsibilities – As the college campus melts into the community, legal concerns become more and more a part of student affairs. Who is responsible for student demonstrations off campus? Who investigates housing discrimination against students? – and so on. A legal advocate generally consults with college-university departments regarding legal matters as related to the institution, the students and the community. He reports to a student affairs head or other key administrator. On some campuses, students have hired lawyers to be available for individual and group problems. The student affairs departments generally have the greatest need in this area. Furthermore, unlike a corporate attorney or a public defender, the legal advocate is expected to advocate the educational characteristics which are unique to educational institutions.

Qualifications – A legal advocate needs a law degree. In addition, knowledge and experience in higher education and crisis mediation, especially in student affairs in some administrative and counseling capacity are most desirable.

Salaries – Equivalent to legal staff of average law firms.

Future Prospects – The need for campus legal consultation is here to stay. The format is still unsettled. Some schools require student affairs administrators to

have knowledge in this area. Others utilize third year law students on part-time basis. The ideal is to have a full-time professional person. Given financial limitations, full-time positions will cover all areas of higher education as opposed to service to student affairs departments exclusively.

Common Titles – Campus Advocate, Disciplinary Officer, Director of Judicial Affairs, Hearing Officer.

Functional Area: Men's Affairs

Examples of Responsibilities – Reporting to the chief student affairs officer or head of student activities, individuals in this department coordinate the student programs in which primarily men are involved. Such programs may include student discipline, special counseling, veterans affairs, fraternities and other men's social or service groups, and interest activities in which males may be involved such as intra-murals and recreation.

Qualifications – A bachelor's degree or better with a background in student affairs, especially in fraternity affairs is a usual requisite. Counseling skills, along with organizational management ability, are necessary. Knowledge of fraternity traditions and systems is also a common requirement.

Salaries – Beginning range: $6,000-$9,000
Middle range: $9,000-$12,000
Upper range: $12,000-$16,000

Future Prospects – In the past, prior to and including the 40's and 50's, men's affairs were separated from other student service areas of concentration. As more women attended college, counseling programs became more sophisticated, and fraternities and sororities became less essential for the social development of students, student activities for males were assimilated into the mainstream of the total college student affairs program. Other staff assumed many of the responsibilities formally within the purview of men's affairs. Future opportunities will be limited.

Common Titles – Dean or Assistant Dean of Men, Coordinator or Director of Men's Affairs, Fraternity Affairs Officer or Coordinator.

Functional Area: Minority Students Special Programs

Examples of Responsibilities – This area is responsible either to the chief administrator of student affairs or academic affairs or directly to the chancellor or president. It is charged with a variety of responsibilities related to the recruitment, admission, and follow-up of "minority" students which include ethnic minorities and under-privileged students. Examples of established programs include Upward Bound and The Education Opportunity Programs.

Qualifications – Because of the variety of responsibilities involved, required qualifications also vary. Basically, one must have a bachelor's degree, be knowledgeable about admission and academic requirements of the institution, local high schools and "minority – concentrated" communities. The person must be able to relate effectively to both the community and to the institutional administration in effecting appropriate programs and policies to meet the needs of minority students, such as unbiased admission criteria, financial assistance, orientation and follow-up programs, and appropriate academic and vocational guidance.

Salaries – Four Year College and University
Beginning range: $8,000-$10,000
Middle range: $10,000-$14,000
Upper range: $14,000-$24,000

Future Prospects – Special programs have earned a firm place on most college campuses; however, they are still undergoing frequent re-organization. As a result, turnover rate of staff is high. Persons with qualifications noted above are not in great supply, so, prospects for qualified candidates are good.

Common Titles – Director, Assistant Director or Coordinator of Special Programs, EOP, Upward Bound, or High Risk Students; Coordinator of Minority Affairs; Special Assistant to the Chancellor; Special Service Project Director; Associate Director of High School Equivalency Programs or Community Involvement, Recruitment; Placement and Follow-up Officer; Vocational Guidance Counselor; Counselor of Native American and other minorities; Assistant to Director of MECHA Students; Adviser to Chicano, Black, Asian American Students; Tutors Coordinator.

Functional Area: Ombudsmanship

Examples of Responsibilities – The Ombudsman is not usually a line student affairs officer. He ordinarily serves as an "in-house" consultant to students and often to administrators and faculty. Historically, the Ombudsman and his staff (if he has one) serve to listen to problems and grievances of students and to investigate ways in which they can be resolved. During campus conflicts, the Ombudsman quite often serves as a mediator or neutral party to help identify issues and seeks to ease tensions and reduce discrepancies. Many administrators consult the Ombudsman to consider the effects of alternative decisions prior to making them.

Qualifications – It is almost impossible to generalize about the academic backgrounds and experience of Ombudsmen. Rarely do they possess the same academic and work experience qualifications. They do, however, have marked sensitivities to people; they are aware of the various mechanisms and politics within an educational bureaucracy; they are extremely tactful in using various

alternatives to resolve conflict. In short, they are usually skilled in human relations. Because of the pressures and versatility of the role, one should have wide acceptance and accessibility to individuals and agencies on a campus.

Salaries – Four Year College and University:
Range: $8,800-$18,200

Future Prospects – Many highly regarded student affairs specialists feel that the Ombudsman phenomenon is a craze, like "hula hoops." The position of Ombudsman rose out of the flames of student activism as an institutional response to proclaim student needs for a resolver of grievances. Ombudsmen have often been highly regarded faculty members who were also respected by students. Those selected as Ombudsmen on a particular campus have, for the most part, previously served in some other capacity on the same campus. Future prospects are questionable. Ombudsmen themselves indicate that if an open and responsive spirit and concern with student needs exists on a campus, they are not necessary.

Common Titles – Ombudsman, Consultant in Student Affairs.

Functional Area: Orientation

Examples of Responsibility – Traditionally, and to a great extent, currently, the responsibility to orient new students resides with the office of student activities. The emphasis has been orientation to student activities and student government. As the university community becomes more complex, orientation is becoming more comprehensive to include orientation to academic planning, student services, and student values. Campuses with an extended orientation program are now assigning one or more full-time professional persons to coordinate and develop it accordingly.

Qualifications – Persons coordinating orientation programs require management and administrative skills, since they usually deal with an independent budget, must train and supervise a casual staff of paraprofessionals, and must draw on assistance from other campus departments. In addition, they must have comprehensive knowledge of all resources on-campus, and experience in executing a complete program including publicity, budget, staffing, programming, scheduling and evaluation.

Salaries – Four Year College and University:
Range: $8,000-$15,000

Future Prospects – For a while, this area looked encouraging. However, few full-time positions have actualized on college campuses as of this point. The need for comprehensive orientation is recognized. Hopefully, financial support will become available in the near future.

Common Titles – Dean, Associate or Assistant Dean of Students, Orientation; Director or Coordinator of Orientation.

Functional Area: Placement and Career Planning

Examples of Responsibilities – The department head reports either to a campus chief student affairs officer or the Dean of a school or college such as Education, Engineering or Business Administration. Placement and Career Planning professionals are responsible for helping students and graduates locate appropriate employment in business, industry, government, and education and coordinating relationships with employers seeking qualified job prospects. Professionals attempt to assist students, equate academic interests with career patterns, and to identify the skills, knowledge, and attitudes common to various types of societal work roles. Career information libraries, job information dissemination systems, campus interview visits for employers to meet with students who are potential employees, and career orientation and planning gatherings are organized by this department.

Qualifications – Entry level positions usually require at least a bachelor's degree. Preference is given to those who have had counseling, interviewing or career advisement experience in such settings as personnel departments, public and private employment agencies, as well as those who have held positions in areas in which they would specialize as placement counselors (i.e. a former engineer advising students interested in industrial positions, a teacher assisting individuals pursuing positions in education, etc.)

Higher level positions are given to those who have demonstrated administrative and organization skill, who relate well with employer publics, and who are knowledgeable about career opportunities.

Salaries – Four Year College and University:
Beginning range: $6,000-$10,000
Middle range: $10,000-$16,000
Upper range: $14,000-$24,000
Community College:
Range: $7,200-$15,000

Future Prospects – College and university placement programs developed after the Second World War as enrollments rose and the need to assist graduates in locating situations to launch their potential was addressed. During the late 50's and early 60's, campus recruitment by employer representatives was quite extensive; however it diminished as the nation's economy regressed and the job market for graduates tightened. A greater need for more extensive and realistic career planning was then recognized and the field has concentrated on this phase of activity of late. The future looks bright as the world of specialization

will require intelligent advisement and the exploration of more alternatives on the part of students.

Common Titles – Associate or Assistant and/or Director of Placement; Dean, Career Planning and Placement, Career-Counseling, Placement Advisement; etc.

Functional Area: Special Projects

Examples of Responsibilities – Special projects within student affairs are quite often the first examples of innovation. They include such concerns as student life studies, veterans' affairs, electronic data processing, student advocacy or they involve many of the functions described under separate headings in this monograph. Initially, student programs involving ethnic-related concerns, for example, began as special projects, as did the experimental college, experiential education, and community involvement programs.

Qualifications – The particular backgrounds desired for such jobs vary. Usually a bachelor's degree and some familiarity with the area of involvement are necessary.

Salaries – Depends on area and level of position.

Future Prospects – There should always be new and innovative opportunities available for talented individuals.

Functional Area: Student Health

Examples of Responsibilities – Major functions of student health services are health education and health care. The service usually operates under a licensed physician knowledgeable in public health who is responsible to the chief student affairs administrator. The staff provides health care to students with illnesses or injuries and, in some cases, preventative care, such as immunizations and physical examinations. In addition, they may provide education in birth control, drugs, venereal disease and other health concerns. The extent of health services range from a basic first aid station to a complete service similar to that found in large medical centers.

Qualifications – Student health services are staffed with state-licensed physicians, surgeons, dentists, psychiatrists, nurses and LVN's. In addition, there are clinical or medical social workers (masters degree in social work and some experience required), dental, x-ray and clinical laboratory technicians (all of whom require formal training and proper certification). There are few paraprofessional positions. They usually occur among clerical, supportive and maintenance staff such as hospital assistants, and filing clerks.

Salaries – Equivalent to average large city or county hospital staff.

Future Prospects – Health care is always in demand. However, the cost is extremely high, creating a financial problem for any educational institutions striving to maintain an independent health service for their students. Cooperation and contracting with nearby medical facilities are becoming more and more prominent. Therefore, the need for doctors and nurses on college campuses may decrease to a limited extent. The need for "health educators", however, may be on the increase as the emphasis on health education commands greater attention.

Common Titles – Titles used are those traditionally found in any medical center.

Functional Area: Student Union

Examples of Responsibilities – Large student unions generally require a professional staff to direct and coordinate all phases of student union activity including scheduling and maintenance of facilities, food services, book and student stores and programming of activities held in the union or sponsored by the student union governing board. The staff is responsible to the student union governing board and the chief administrator of student affairs. This department also works closely with the student activities staff.

Qualifications – Directors of student unions must have administrative and management skills in food services, business and student activities and at least an MA or MBA.. Other staff members need to have knowledge and experience in at least one of the areas noted, with some knowledge of higher education. Current staff generally possess business management, hotel management or student personnel training.

Salaries – Four Year College and University:
Beginning range: $8,000-$10,000
Middle range: $10,000-$16,000
Upper range: $15,000-$24,000

Future Prospects – This area is well established and expanding in many cases. Several unions now have added responsibilities of operating child care centers, mutual ticket agencies, check-cashing services, postal services and hotel-housing services.

Common Titles – Director or Assistant Director, Manager or Assistant Manager of Student Union; Executive Secretary of Student Union Board; Food Service Manager; Catering Service Manager; Business Manager; Store Manager or Supervisor; Activities Advisers; Program Director; Executive Director of Student Union; College Union Director.

Functional Area: Women's Affairs

Examples of Responsibilities – Traditionally, this area is concerned with sorority activities, women's housing, discipline and counseling of women students. Recently, the field has experienced new growth and development into such areas as women's rights, birth and family planning, counseling and education regarding women's

roles in contemporary society. Personnel in this area serve as counselors, educators, researchers and consultants on all aspects of the woman and her many roles in society.

Qualifications – Unique qualifications would be a complete understanding, empathy, and sensitivity to the social and psychological roles of women of the past and today; an ability to articulate this phenomenon and an ability to counsel with woman in search of herself. Other qualifications include program development and coordination, experience in student development work, leadership and initiative. Most entry positions require at least a bachelor's degree.

Salaries – Four Year College and University:

Range: $10,000-$16,000

Future Prospects – The next few years should witness some growth and development. Persons with previous experience in student affairs, imagination, creativity, and a special interest in contemporary women's affairs should be able to find some exciting prospects.

Common Titles – Dean of Women; Associate or Assistant Dean of Students - Women's Affairs; Women's Advocate; Assistant to Dean of Students-Women; Activities Adviser-Women's Affairs and Counselor.

Read Literature

Now you should have some ideas of what student affairs are all about and where you might fit in. Investigation in greater depth in those areas of special interest to you should lay the groundwork for that eventual carer and job.

Each student affairs area is represented by one or more professional groups. Literature supplied by the professional organization provides more details of what has been, is now, and will be in any given area of student affairs. See Appendix B for a bibliography. Student affairs departments on large campuses may also have brochures depicting their philosophies, goals, and programs.

Visit Programs

All the reading in the world cannot beat first-hand observation and the experience of existing programs. Most student affairs staffs are delighted to show you their operations, provided you do not hit them on a "peak day" or "peak season." If possible, you may even wish to volunteer some time working in a given department to really get a feel of the dynamics of the field. A word of caution! Seldom do two student activities offices or other student affairs departments operate the same way. Therefore, do not make judgements based on one observation and one experience.

Attend School

If you feel confident that student affairs is for you, formal training may be necessary. Appendix C gives you a list of professional development programs. In making your choice, keep in mind that you need a balance of theoretical-academic training and practical-field training. Another consideration is that the best practical field training usually occurs on a campus with a strong and an extensive student affairs division. Blind leading blind do not progress too far. This is important, for many training programs offer both academic and practical training though lack the support of a strong student affairs division.

Attendance at summer and other short institutes, workshops, etc. is another way to supplement and bolster your degree training program. Subjects of short training programs vary. Examples include human relations, cooperative education, career and placement counseling and management skills. These are not only helpful to neophytes, but valuable to those wishing further development in their profession. You generally learn about such programs through professional organizations and university extension programs.

Once you have your initial training, you are ready for the next phase of the "placement process."

Attend Meetings, Workshops, Career Days, etc.

An essential portion of exploring any career area such as student affairs is obtaining information and knowledge of the professional organizations. What purposes do they serve? Who can belong? What services do they offer? These are questions that need to be answered in addition to attempting to understand the role each organization plays in providing national or regional leadership in the development of student affairs as a profession.

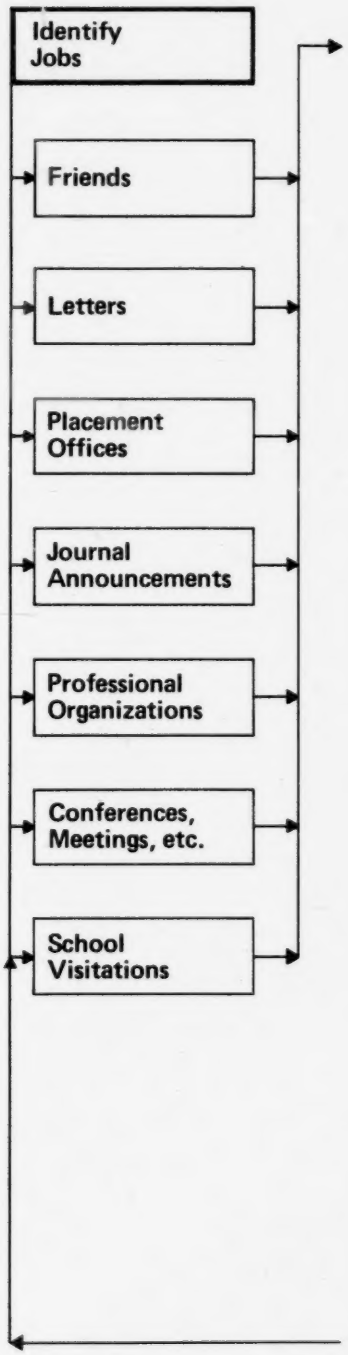
A list of the major national professional organizations is provided in Appendix A. An excellent reference of professional organizations in all areas of education which indicates addresses, convention dates, and publications of these organizations is *Educators World,* 1970 Edition, Fisher Publishing Co., Englewood, Colorado, 80110.

Attendance at professional organization annual meetings, regional meetings, workshops, symposia, career days, etc., provides an excellent opportunity to meet student affairs professionals. Several strategies may be employed to capitalize on the abundant resources at these meetings.

As a result of your literature review and visitation of various schools, particular questions or concerns should have emerged along with identification of individuals involved with these programs. Letters should be written to school officials requesting the opportunity to visit with them during the convention to discuss specific questions or to obtain more information concerning their training programs.

For individuals sincerely interested in student affairs career areas, both attending and participating in meetings and conferences of professionals are extremely important. Students in the field can discover a number of ways to become directly involved in such gatherings by joining the program committee, making a presentation, or formulating a program segment. Remember, students are the major reasons for student affairs organizations to exist.

Request your college professors or student affairs administrators to introduce you to their professional colleagues. Accordingly, you should be prepared to intelligently discuss substantive issues in order to achieve significant insights into the profession. Some general issues which may be of concern to you might include questions pertaining to the characteristics of students and general student issues on their campuses, the organizational structure of the student affair services and activities, typical entry level positions and responsi- *Caution!* Alchoholic consumption at conventions can either be a positive or very negative factor. Watch it or the person someone interviews may not resemble you very much.



Chapter II
IDENTIFY JOBS

So you really want to work in student affairs? The obvious next step is to locate as many job leads as possible.

Jobs in student affairs, as in any other educational field, can occur anytime, anywhere. However, most become known in spring for the following academic years. Many institutions, in an attempt to take advantage of placement services at professional conventions, try to have at least a tentative list of openings available. In lean years, life can become most frustrating for aspirants as personnel needs are dependent on the availability of financial resources and any openings may not become available until late June or even through the summer months.

In any case, you should exhaust every possible source of information in identifying jobs, and should begin in the search in February or March.

Friends

As we all know, friends in high places (even friends in low ones) can be of great help. They can drop your name in a hopper at just the right time. They can enclose your resume in a letter to their professional acquaintances which you know will be read. Don't destroy your friendships, but, remember, friends who are "true blue" don't mind doing favors. Besides, you'll probably be able to repay them someday.

Also, seek the guidance of friends in student affairs about strategies and approaches. They know you and your abilities and can usually offer considerable aid.

Letters

A letter writing campaign to identify job opportunities can be the most time consuming and frustrating method of locating a position. However, it might be very productive. Responding to openings received through the placement office and other sources does not provide access to *all* openings. Letter writing is an essential complement to those sources. So that the campaign does not become a hit and miss game, a letter writing plan may be of assistance.

In selecting colleges that appeal to you, assess such factors as kind of institution (2-year or 4-year), size, type of control and funding, public or private, reputation, educational goals, philosophy, composition and selectivity of the student body, teaching or research emphasis, location, and other factors important to you. Useful resources are Cass and Birnbaum's *Comparative Guide to American Colleges; The College Blue Book* series, especially the list of degrees offered by subject; the *American Junior Colleges* and *American Universities and Colleges.*

Use student affairs professionals and faculty as resources to broaden your understanding of various student affairs programs.

Refer to college catalogues to find:

a. Stated purposes, goals, and educational philosophy
b. Student Affairs Department heads names.
c. Description of student affairs department.
d. Note any special program, unique curriculum design and example of innovation.

Once you have selected the colleges and universities in which you are interested, send a letter to the chief student affairs administrators requesting information on their personnel needs. Include a copy of your resume to give them an idea of your background.

Placement Offices

Most colleges that train education personnel provide educational career counseling and placement services for graduates. These services have a variety of names and may even be combined with the non-educational career placement service. Sometimes they are located in the department or school of education; sometimes they are located separately. They can be of invaluable aid to you in your search for a job. These offices are usually gold mines of information, aid, and assistance. It will pay you handsomely to avail yourself of their professional expertise.

Registering with the office usually consists of establishing a placement file, and completing selected information forms that a placement office staff feels may be of help to you in seeking a position. Usually a placement file contains a personal data form or resume, and in addition, evaluations and/or recommendations from people who have knowledge of your work and academic background. Copies of such files are sent to prospective employers on request.

Journal Announcements

One of the ways in which professional organizations communicate with their membership is through their journals and other publications. Some, such as the National Association of Student Personnel Administrators, even have special publications which list both available jobs and available people.

Announcements in such publications are much like the "help wanted" section in a newspaper. They list the bare minimum requirements of a job and how to apply.

In recent times, such publications as the *Chronicle of Higher Education* have developed extensive listings of academic positions as well as selected (usually middle or top level) student affairs jobs.

We have listed many of the major student affairs organizations in Appendix A and have included their publications.

Professional Organizations

Professional organizations exist to bring individuals in a particular field together to keep them current, to produce materials which keep their membership informed, to provide a regional or national forum, and to provide a collective voice on issues important to the membership, among other services.

To promulgate both their profession and their membership such organizations not only list jobs in their publications, but usually include placement services during their annual meetings and conferences.

Professional meeting placement services have often been referred to as "flesh markets." This term connotes obvious negative aspects. Unfortunately, it can be true. While it is possible to receive actual offers of employment at these meetings, it doesn't happen often. It's not unusual for fifty to one hundred candidates to vie for one position, even excluding applicants who are not attending the annual conference. Such comments are not intended to discourage individuals from attending annual conferences, but rather to provide a bit of realism. Various strategies may be used to enhance the opportunities of meeting prospective employers at these meetings. Pre-arrangement of interviews by writing letters (with resumes enclosed) prior to a convention can increase your chances of meeting with employers from selected institutions. It also provides a rationale to introduce yourself to those with whom you've previously corresponded. Keep your list of prior correspondence handy.

Student affairs administrators from your home institution may also be willing to write their colleagues about you suggesting a convenient meeting. It may not be wise to have them write about any particular position, but to indicate your areas of interest and expertise.

Check vacancy lists frequently at the conference placement center as new jobs will be placed there throughout the meeting. Get to know other job seekers; Who knows? You may uncover new job leads through such sources.

Conferences, Meetings, Workshops, Career Days, etc.

Conferences, workshops and symposia usually do not include an organized placement service. These meetings, however, may provide an opportunity to establish contacts with prospective student affairs employers. From such contacts, follow-up letters can be written concerning employment opportunities.

Student Affairs Career Days, if held in your area, are usually attended by institutional representatives within a few hours drive of the meeting. Vacancies, if announced, are usually heavily outnumbered by applicants. Informal contracts can be made leading to invitations for

on-campus interviews. You should have copies of your resume for prospective employers.

If it is possible to be on the program of a professional gathering, offer your services. Involvement in a program allows greater contact with prospective employers. Seek active immersion – that's what we keep encouraging students to do, isn't it?

School Visitations

If you are either a student interested in a career in student affairs or a short-term professional, it may be wise for you to visit those campuses where you would particularly enjoy finding employment. Many students can accomplish this through gathering data for a research project or an article, while others may want to find out personally about one or more student affairs programs. If a job works out of the visit – beautiful. If not, you have a new experience to compare with other campus situations.

In preparing for a campus visit, formulate questions of particular concern to you prior to the appointment. If all you want is to find out about anticipated vacancies, a personal visit isn't necessary. However, if you are interested in obtaining information concerning organizational structure, student affairs programs, student characteristics, current campus issues, etc., the visit becomes a professional exchange. Such an exchange provides the opportunity to explore the college's philosophy of student development and provides a rationale for comparison with your personal philosophy. With this additional information you are in a better position to explore the possibilities of future employment. Besides, the exchange allows the administrator to become acquainted with you enabling them to better assess you for possible employment in their student personnel program.

While you are on campus, spend time in the various student affairs offices. Speak with the staff about available services. Stop by the student union or cafeteria and "rap" with students. All should provide valuable clues to the student affairs program.

A thank you note along with any additional information should be sent shortly after the visit even if it was a "bad trip." Ask to be notified of future openings as they occur or check with the administrators periodically.

Chapter III

REVIEW QUALIFICATIONS

Before you apply for any type of position, you must determine your own qualifications. If you do not have the desired personal characteristics and background for a specific position, *don't apply*! If you are just casting your fishing line in the water to see if you can get a bite or two, *don't fish*! There are too many serious and qualified people around for you to explore possibilities which are inappropriate for you.

Before you begin a job search campaign in an area of student affairs, insure that you have faced you own lion – you. Know that you meet basic qualifications for jobs within your area of interest. If you don't, return to the investigation stage until you venture into a phase of student affairs for which you do have the proper background and skills.

In short, you should know if you are qualified or you are not qualified to apply for particular student affairs jobs.

How *should* you make the decision that a specific job is compatible with your attributes, needs, and expectations for success? All too frequently, individuals have decided to pursue a career for less than legitimate reasons. They know nothing about the job or they apply despite their lack of qualifications. In the worst case, neither self-analysis nor job analysis by the applicant has occurred. It is better when one knows knows something about himself, or, something about the job, even though he/she knows *nothing* about the ways in which the two sets of variables regarding how he/she and the job will mesh. A job situation should be defined or described as completely as a qualified person defines and describes his/her own attributes.

Here is an example of the qualification review process: A female graduate of a large university attempts to locate a counseling position at either a 2-year or 4-year college or university. She has successfully completed an academic program, with a counseling major. She "enjoys helping other people." Her academic skills have been evaluated and classified by faculty as excellent. She is confident that she can perform adequately in the person-to-person situations as a counselor in a student affairs office. All she needs is the opportunity to practice what she has so diligently studied as theory.

The search for a counseling position begins with great enthusiasm, underscored by the attitude that "people-are-people", so that *any* opportunity for interaction with counselees will be welcomed and acceptable. Thus she proceeds in her job search, her sights funneled in on the prospect of counseling "real-life people" as a way of earning a living. (It is noted here that this type of restricted focus, i.e., tunnel-vision is not found exclusively in the case of the novice job-seeker. Similar behavior is frequently evidenced by the experienced applicant and increases in direct relationship to his financial needs). We doubt that she will be successful. She has not done her homework.

Chapter IV
QUALIFIED/NOT QUALIFIED

Qualified

By looking at yourself objectively, you can develop your own individualized strategy for matching your skills to those required for a student affairs position. A checklist review of your qualifications as you look at each job should help focus your attention specifically on those positions for which you are best prepared, by academic training, background, and related experiences. This self-analysis approach provides a framework within which to concentrate your efforts. Your chances for success in securing a position can be increased with a *systematic* approach for exploring employment opportunities in the field rather than a randomized, disorganized job campaign.

Weigh your personal qualifications in comparison to the skills required by the position. Determine to what extent in each skill area you are really qualified for a certain position. Carefully and objectively re-assess your capabilities, strengths, and weaknesses. Include the following: level and emphasis of academic preparation, amount and kinds of experiences, special skills and talents, and personal interest and avocations.

If, for example, a position as a financial aids officer requires a Bachelor's degree in Business Management, you must have one.

Investigation into the overall nature of services provided by a specific department can quickly ascertain how well you are qualified to carry out unlisted functions of a position. Additionally, talk with people in your student affairs field of interest to gain as much insight as you can.

Before you make a final decision to apply for a job, explore characteristics of the environment of the institution involved, i.e. its own qualifications as they fit your requirements. Some of these characteristics include: the philosophy and goals of the institution; characteristics of the student body; geographic location; community setting and predominant life style; and faculty and staff "politics."

Then, after thoroughly re-assessing your personal qualifications, you can ***realistically*** decide how well your qualifications relate to those required for a student affairs position and decide whether or not to apply. Be honest!

Not Qualified

If by matching your qualifications with those required by a certain category of student affairs you find yourself lacking certain desired attributes, consider yourself currently "not qualified" for that category. If you have never had anything to do, respectively, with money, finding a job, or fraternities, you should probably

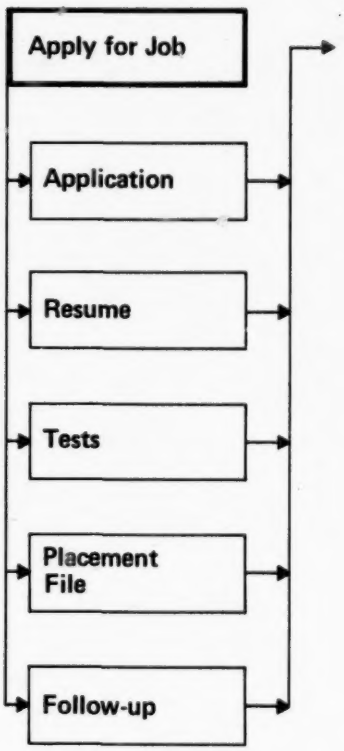
eliminate yourself from the areas of financial aids, placement, and fraternity affairs.

It is in your best interests to avoid consideration of fields in which you have little or no exposure whatsoever. The students who could come under your tutelage would be the sufferers.

Fortunately, that old process of elimination is essential in determining what you can and cannot do in student affairs. Once you've cast aside certain kinds of jobs, you can hone in on those for which you do have qualifications. Having been a foreign student is certainly a requisite for working with foreign students, particularly if you speak one or more foreign languages and you have had counseling experience.

If you are "almost, but not quite" qualified for certain kinds of student affairs work, you might be inclined to strengthen your weak areas by study, observation, or voluntary service.

In any case, if you're not qualified for certain kinds of jobs face it – don't fake it.



Chapter V
APPLY FOR JOB

Equipped with a basic idea of the job you want, now it's time to turn your attention to your plan of attack – investigate the specific job-search techniques which should meet your specific needs. Basic techniques can actually work if they are conscientiously applied. The essence of this approach is the development of a systematic and individual plan for you to follow in getting a job.

Application

Your letter of application to a college in response to vacancy announcements should be accompanied with a copy of your resume. Since the letter is your introduction to the institution, it is important that it be effective. Hiring administrators will react favorably to a concise letter that does not appear crowded or messy. Normally, individually typed letters create a favorable impression and result in a more personalized response. People like to be wooed. Duplicated form letters tend to produce duplicated form responses. The outline below may be helpful in drafting your letter. Address the letter to the person/office noted on the job announcement. If none appears, direct the letter to the department head under whom the position is available.

Paragraph 1. Note the source from whom you have learned of the position of positions and state precisely the position(s) for which you are applying. Note any people who may have encouraged you to apply.

Paragraph 2. Briefly highlight your qualifications which seem especially important to and desirable for the position. Refer to your resume for details.

Paragrpah 3. Indicate why the college is of particular interest to you. Mention special programs, curriculum, types of students, etc. to which you feel you could make a unique contribution. Refer to their college catalog and other literature to identify the needs of the institution.

Paragraph 4. Note your interest and availability for an interview. Indicate any proposal you may have in arranging a convenient meeting.

Paragraph 5. Indicate the location and availability of your placement file and offer reference sources.

As in all your professional work, grammar and spelling should be perfect. Remember, you want to make a favorable impression. Retain copies of all correspondence for your records.

Resume

Develop your resume, including personal, academic, experience and interest information. It should be typed and from two to three pages long. Use short clear sentences that can be easily skimmed. Avoid lengthy prose.

Your resume should be individualized, emphasizing particular areas of educational and related experiences. Course work or exposure in specialized areas that you have had which will contribute to a college student affairs situation should be identified. Review your qualifications as you develop your resume just as an employer would. If you have abilities in Spanish, working in urban areas, working with political groups, teaching reading and study skills, working with minority students, or have some background in legal affairs, point this out in your resume. Your resume should also include hobbies and special interests that you have. Under experience, include any extra-curricular activities in which you played an active or leadership role. If in doubt about whether or not to include something, ask yourself: Does this information contribute to my claim of expertise as a student affairs professional? Would this be something a college administrator like to know about me? If so, include it. College and universities prefer people with a wide background in academic work, in life, and work experience. Naturally, they also want talent and creativity.

After typing your resume, have it reproduced. Be sure to use one of the techniques that produces neat-clean looking copies.

Tests

Occasionally you run across a school which has a practice of administering personality examinations or interest inventories to verify one's compatability with the institution and/or its staff and students. Don't panic; be yourself. They're just trying to add some new variables to their guess work about your potential success in the situation in question.

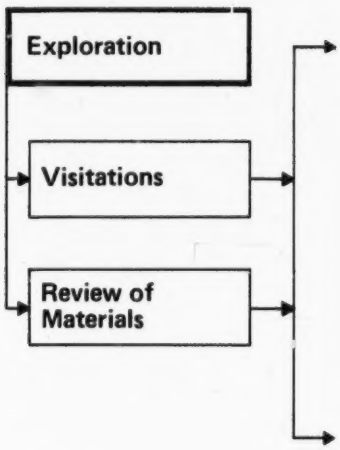
Placement File

After your letter of application has been received, a screening process occurs at the hiring institution. The department head or recruitment committee initially screens individuals who meet the minimal qualifications and look promising on paper. After screening, they usually request a copy of your professional placement file, or they may ask you to have it sent. After reviewing their files, selected finalists are usually invited for an interview.

Follow-up

If you receive no response three to four weeks after you have mailed your application letter, either a telephone call or a tactful reminder letter is appropriate. The purpose is not to demand a final disposition of your application but to obtain information concerning the status of your application. Continuous follow-up on your part is necessary and expected should there be any extended search or delay in the recruitment and selection process.

Chapter VI
EXPLORATION



Once you've applied for a job, don't just sit back and wait for a contract to be sent to you or an invitation for an interview or a rejection letter – FIND OUT WHAT YOU MAY BE GETTING INTO!

Exploration of a job after applying is what people do least of all, which is most important of all. If you live in the geographical area where a possible job is located and where you can investigate materials about the college or university and the department in question, you are most fortunate.

If you are some distance away, you can only explore a job and an institution and its activities through gathering what information may be available.

Visitation

Although a variety of tactics may be used to discover what a particular school setting is *really* like, the most direct method is to visit the campus.

Don't be content with just a "guided tour" during an on-site visit. Spend some time in the student hang-outs, eating places, lounges, recreation centers, bookstore, attending sports events, etc. Talk to students, faculty and staff on an informal basis. Through such efforts, you should come away with an image of flavor of the institution that is not described in a college catalogue. More importantly, you will be able to evaluate, to some degree, how well *you as a person* will fit into that particular setting in which a potential job exists.

A student affairs job seeker should find out the ethnic and socio-economic composition of the student body, the faculty, and surrounding community. He should want to know how a campus is dealing with the actual needs of the students. What is the quality of student life? How is academic planning handled? These and other questions should be vital. Past and present community attitudes towards education should be clearly perceived. How else can the matching process of your personality characteristics to job situation characteristics be affected?

The old story of not knowing the contents of a book by merely perusing its cover is applicable in a serious look at a school.

Have you ever shopped for an apartment of a home? Not only do you check the physical layout; you look at the architectural appearance. You get some idea of the neighborhood. You find out about transportation. You look for problem areas. Does the roof leak in the rain? Are the water pipes noisy? What needs painting? What do you like? What don't you like?

You must look at a college or university in much the same manner. What are its assets and liabilities? Where has it been and where it is going?

Review of Materials

Information about an institution is available in many forms: catalogues, program brochures, accreditation reports, newspapers, newsletters, "hand outs", among other sources. It is through such materials that one can gain many insights into the history and current direction of a college or university.

A catalogue can provide a great deal of information about the academic programs – the curricula of an institution. It usually includes a cursory description of student services, a calendar of activities and events, a list of faculty and staff, and other selected aspects of importance.

Colleges and universities have brochures for everything: basketball teams, innovative programs, lectures and concerts, orientation, open house. Collect them, read them, glean from these some of the major activities and thrusts of an institution.

When on a campus, look at bulletin boards, kiosks, displays and exhibits. Much can be learned about the cultural, recreational and social life of a campus by the student sponsorship of a Festival of Fine Arts, a "live-in" Indian family, a woman's intra-mural track or football league, and five speakers from Red China.

Student newspapers are also excellent sources of campus life and non-life. Even though student journalists occasionally vent their frustrations with the world in general and certain administrators specifically, there is probably no better source of information. Student newspaper offices and the central library will have "morgues" of past editions of newspapers. Glancing through the papers from the past few years can provide great insight into a college or university.

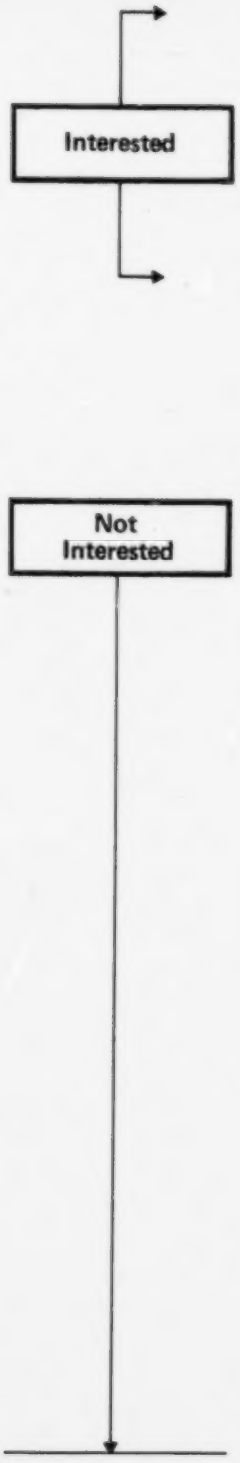
The local newspaper is another relatively good source of college activity information. A chat with an education editor or a look through recent editions of the paper might be helpful.

Perhaps the best documents which might be made available to you about the total role of a college or university are Accreditation Reports and Master Plan documents. Every public and private college must be reviewed by a representative body of faculty and administrators within its regional area at least once every seven years. This body insures that all curricula meet established standards of instruction and support. These reports identify strengths, weaknesses, innovations and include recommendations for change or growth. They are extremely informative.

Every higher educational institution has a plan which it attempts to follow. These plans are like maps used to reach particular academic and administrative destinations. Usually called master plans, they represent the collective thought on the future directions of a college or university.

Reviewing such materials, especially if they can be acquired by the person some distance away from the job site of interest can certainly help one to know whether or not applying was a mistake or a stroke of genius.

Chapter VII
INTERESTED/NOT INTERESTED



Interested

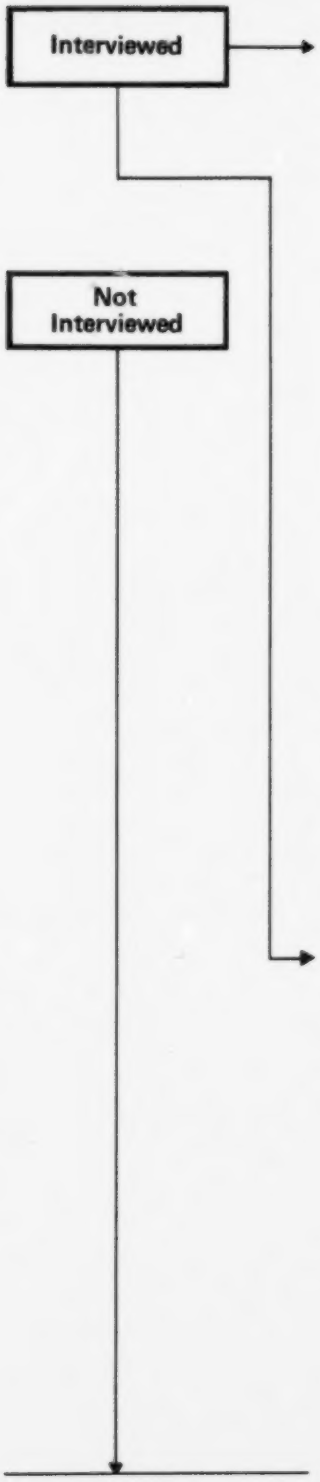
If you are excited about the possibilities of a job for which you qualify, turn over every rock to let the prospective employer know of your enthusiasm. After visiting a campus often, reading everything written about the school, and interviewing numerous individuals who have had contact with the institution you should be able to determine the seriousness of your intent. Tell the right people about your interest.

Not Interested

Perhaps the worst applicant for a job in any field is the person who half-heartedly goes through the motions of getting a job and then when an offer is made indicates that his/her interest was lacking in the first place.

If you're not really keen on an opportunity, don't waste everybody's time, including your own, to go after it. If you've been thorough in your exploration of a position, you should know whether it's promising as far as you and your career are concerned.

If you're not interested, bail out. Inform those to whom you've applied of your change of heart. They will appreciate your courtesy and your consideration.



Chapter VIII

INTERVIEWED/NOT INTERVIEWED

The interview, at this juncture of the placement process, serves as one of the final selection tools for both an applicant and a hiring institution. This is an opportunity for both parties to assess each other face-to-face. It is not, as many often perceive, a one-way assessment of the applicant by one or more representatives of the hiring institution.

The Interview

The interview usually occurs by invitation from the institution shortly after reviewing all applicants based on written material. The fact that you have been asked for an interview is encouraging. So take advantage of it. Be cooperative in arranging for an interview date and time.

You arrive ahead of the appointed time. You may be greeted by one or more persons. They could include your prospective supervisor, colleagues, students and/or other members of the campus community. They may wish to meet with you together, separately or in other variations of gatherings. Regardless of who represents the hiring institution and what interview format is used, those reviewing your qualifications need to know and be assured that you can do the job; that you can be an asset to the overall student affairs program and to the institution.

In order to know you and, further, to be assured about your future growth in a job, institutional representatives will probe and ask numerous questions in hopes of obtaining as much information as possible. They must be able to make rational judgments on your candidacy for the position. Unfortunately, most of the people chosen for the task of personnel selection are not professional interviewers. Accordingly, their efforts can be ineffective, cumbersome, and trying for all. Luckily, you can help them out and advance your candidacy at the same time by your own readiness.

Go to the interview prepared! Know precisely what the job requires. Know about some of the needs of the student affairs program and of the institution. Know how your skills and experiences can relate to, and meet, the requirements and needs of the job either in part or in total. Relate your qualifications to interviewers in a manner that they can appreciate. Don't depend on the hiring parties to always question what you have to offer and how the institution can best utilize you. Tell them! You are in the best position to know what you can or cannot do.

Prospective employers are also interested in knowing your long-range professional aspirations. Are you planning to pursue further education? Are you planning to be a Vice Chancellor one day? Or do you prefer to stay

away from administrative responsibilities? Answers to these questions are important in getting an indication on how your immediate interests fit into your overall professional interests. They provide prospective employers with insights on your potential future utilization two or more years hence. Remember the job for which you are applying is often the entry point to an institution.

Your outside interests, hobbies, community involvement and group affiliations are also of interest to prospective employers. Such information reflects your overall life style which directly contributes to the quality of your work.

What you say and what you write provide only partial information and impressions. The extent of your knowledge about a job and the institution infer the level of your interest and your appreciation for and ability in offering background material on a given problem or project. Your initiative in relating your qualifications to the needs of an institution can identify certain creative, leadership and analytical qualities and an understanding of student affairs in general. Of course, the manner in which you conduct yourself at the interview also provides measures of your poise, verbal communication skills, ability to relate with others, and basic attitudes.

There is another part of the interview which is seldom discussed or considered. You interview representatives of the hiring institution in addition to their interviewing you. Do you really want to work for the particular school? How will the job affect you, your sanity, professional contribution, career growth and development? Do you like the setting, the people, the work? Hopefully, your prospective employer may offer such information willingly. There may also be subsequent interviews, which will help you more fully understand what is required of you and what you should require of your potential employer.

Verbal responses to your questions by the institutional representatives tell only part of the story about them. Who does the selection assessment? A committee or administrator? This should tell you something about their management style, whether it's autocratic or participatory. Who serves on a selection committee? Students, prospective subordinates, and/or prospective bosses? This also says something about the level and extent of participatory management. If you visit your prospective office site, how is the staff introduced to you? Are supportive staff viewed as second class citizens? What is the general atmosphere? Happy? Carefree? Quiet? Icy? Rigid? Structured? How are the students greeted by the receptionist? How do you feel? Comfortable? All of these characteristics can be observed easily. They should provide important clues to many of your questions.

Don't forget to follow-through. Telephone or drop a brief note to the hiring representatives, state your continued interest, your reaction to interviews, ask questions to which you still might want answers. Be sure to get additional information requested of you to the institution as soon as possible.

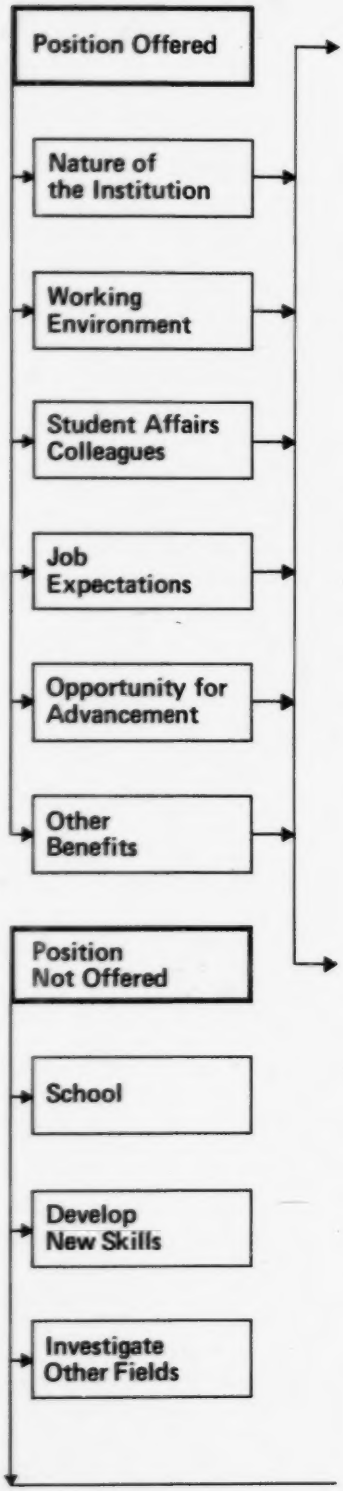
Following the interview, you should have a clear idea on when and how an appointment will be made. If not, don't hesitate to inquire at the end of your interview. The final selection in many cases, especially with community colleges, requires school board or trustee's approval before an appointment can become official. The waiting period may be as long as one to two months. If you are considering other offers of employment, don't hide your desirability. Let prospective employers, who may be delaying for one legitimate reason or the other, know of the interest in you.

Not Interviewed

Not getting an interview can be attributed to many factors. You may have misunderstood the job and required qualifications. Your resume may not reflect you properly; it may be too long, too brief, too hard to read or understand. There may be many other applicants with better qualifications. Whatever the case, do not become paranoid. Review what you have done, make a direct inquiry if you wish, and try, try again.

Chapter IX

POSITION OFFERED/NOT OFFERED



After a sometimes long and laborious process, a position in question if offered to a desired candidate (usually a pleasurable task), or an individual is informed that he has not been chosen for the job (usually a very unpleasant task). Someone always wins. Several lose.

Realize, too, that offers are not always accepted by those who are first selected, but second, third and choices further down the line ultimately secure a particular job and perform successfully.

The following thoughts are suggested for those who reach the point at which they are informed of acceptance or non-acceptance.

Position Offered

An extended offer of a job is one part of a contract, whether verbal or written. Acceptance is the other part.

An offer usually includes information about salary, a description of expectations, and the benefits included.

However, once you know you're wanted, there are still a number of considerations you should have made before you say, "Yes" sign on the dotted line, or contrarily, reject the offer.

Considerations fall roughly into such categories as: The nature of the institution, the working environment, student affairs colleagues, job expectations, opportunities for advancement, and other benefits.

Nature of the Institution

The nature and types of students, faculty, and administration should be important factors in your decision. There are vast differences between a small Catholic women's college in a rural, protected farm community emphasizing the liberal arts and nursing; and, on the other hand, a heterogeneous, sprawling academic giant of 40,000 students, majoring in every conceivable area of human interest. If philosophies, methods of coping with student-related matters, and academic thrusts of the institution are incompatible with your own, you and those with whom you might be working could be in for difficult times. People make up institutional personalities, not the fame of football teams or famous alumni.

Working Environment

The setting within which you are to function has some bearing on your productivity. Unfortunately, though most of us would prefer to be out in the student arenas of activity on a continuous basis, we are almost always desk, office or meeting-bound, held by the reports we have to finish, the arranged interview or the important conference we must attend.

The whereabouts, size, and character of your office and those around you; the availability of working and administrative management space; the attitudes of the supportive staff; the quality of practices and procedures; the availability of support material and equipment; all are significant factors, among others, which you should explore.

Student Affairs Colleagues

Who is your actual boss? If there is more than one, how are differences in jurisdiction resolved? With whom will you be working the most besides students? What are your relationships with these colleagues? And what about students? What are your relationships with them?

Hopefully, your fellow workers will be people whom you can respect and from whom you can learn. Hopefully, you will interact with them on key issues and your input will be considered as important. Hopefully, you all will be sharing the total responsibility for student programs; rather than offering fragmented and competing services.

If you can't work with your colleagues, the days ahead will be less than smooth.

Job Expectations

What is actually expected of you? A position might sound awfully good when it is described to you or summarized in writing. Yet, when you explore some of the specifics, you find considerable differences between what you perceived the situation to be and what it actually is. The activities in which one must engage should also be specifically listed. Once these are known, the standards of performance expectation should become evident.

You should be certain of what your job entails. Spending night after night on campus after a full and exhausting day is not always the most rewarding way to achieve student affairs career success if you are doing little else than babysitting with students. Typing your own letters due to lack of secretarial help may seem to be a poor way to use your time. These things may be necessary, but learn about them before you begin.

Opportunities for Advancement

Advancement does not always signify moving on to higher positions. It can also mean growth within a job or field. Not everyone is suited to managing or supervising others, and, thus, aspiring to administrative-type progression. Not all counselors, placement advisors, financial aids consultants, and program coordinators need to be elevated to other jobs. If they can continue to effectively serve students in performing according to the highest standards, development and recognition within areas of concentration, that should be rewarding to them.

Whether advancement is vertical or horizontal, opportunities should be present. They should be discussed, confirmed and continuously reevaluated.

Other Benefits

Salary; possibly housing; retirement, health and insurance protection; study time-off or tuition reduction; vacation privileges; job tenure; moving allowances; and other prerequisites may also be features upon which a job could hinge.

Salaries should be fair and equitable to those in comparable jobs. Over and above out-and-out financial allowances, however, there are many other considerations. All of them are important as inducements to locate the proper people to perform the best jobs, but some may be far more significant than others. Weigh them, prioritize them, but, at least, consider them.

Identify the important factors before you accept an offer. If there are problems, resolve them before you commit yourself. Try to determine all of the good and bad features about a student affairs situation. Any dissatisfactions to you could have adverse effects on the important benefactors of your service – the young people for whom you are to be responsible. Remember them.

Position Not Offered

So you didn't get the job. What now? Do you quit looking? Feel sorry for yourself? Question the intelligence of the people who didn't hire you?

You should review the steps and contributing variables in your pursuit of the position, both those in your favor and in your disfavor. If you have any idea of the qualifications of your competition, try to be objective and compare your relative strengths and weaknesses.

You might even want to contact your "almost" boss to seek his guidance as to how your candidacy might have been improved and what may have determined his hiring you.

Whatever you do, don't consider yourself a reject, a "loser." Not getting a job isn't the end of the world. Depending on the setting of the position, you might have been granted a big favor.

People aren't hired for many reasons. Amount them:
Somebody had more experience.
Somebody was totally better qualified than you were.
Somebody had a connection.
Somebody knew the campus better.
Somebody had some special skills.
Somebody had a doctorate.
Somebody was personally liked more than you were.
Somebody was better looking.
Somebody used Crest.
Somebody etc., etc., etc.

If you didn't get the job, you're probably an applicant for other situations or you've looped back in the placement process somewhere.

If history, in your case, keeps repeating itself, then you have other options still open to you; further schooling, developing or strengthening skills, or investigating other fields.

Having options is a blessing. Consider them.

School

Graduate or professional school never hurt anyone. On the contrary, they usually serve to benefit a person; especially if he is in an area of interest, and new knowledge can be acquired.

If one finds a road blocked, he looks for other ways to reach a destination. If one's qualifications or experiences are limited, he must find ways to increase them.

There are a number of outstanding programs in higher education which are appropriate to student affairs. We have included a listing of them in Appendix C. A master's degree or a doctorate certainly can increase one's employability. Neither must your area of study be concentrated in students affairs. There are such a myriad of responsibilities that a background in business, law, psychology, sociology or other academic or professional field may be perfectly satisfactory to a later entry into student personnel, as well as a threshold into another field.

If you haven't got a job and the means for further study are available, consider them. The career you save may be your own.

Develop New Skills

When you dissect a job, it becomes little pieces of activity all joined together to accomplish something. A student affairs job may involve composing letters, analyzing statistical data, raising funds, writing proposals, administering tests, directing the work activities of ten clerical assistants, advising parents of loans, and arranging for part-time student opportunities. Such a position in financial aids, for example, requires many skills which one does not learn in school or in a job in business, industry or government.

You can acquire such skills, in part, through various types of on or off-campus jobs that may not be associated with student services of in voluntary capacities in community development, drug clinic work, tutoring, or in other activities.

Budgeting, management decision making, counseling experience and organizational structuring are all skills found in student affairs. It sometimes matters not where they were gained, but, rather, that they were gained. When certain skills are essential to accomplish a personal goal, acquire them.

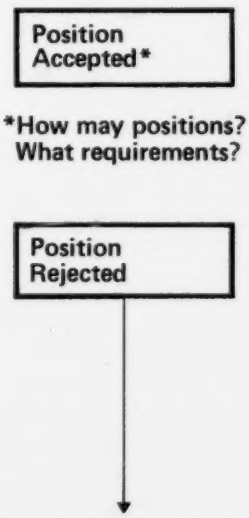
Investigate Other Fields

Many applicants for student affairs positions gained their interest in the field as students. They may have been involved in student government or in one or more aspects of student activities. In thinking about careers, they may be drawn to student personnel because of familiarity and little else. They may identify with the people they have associated with in the field.

Of recent date, a number of competitors for student affairs jobs who have prepared for other professions such as college teaching (since they have spent all of their youth and most of their young adult life in college) consider themselves knowledgeable in dealing with student life and, accordingly, aspirants for student personnel positions. Many have their doctoral degrees, but little other experience or even appropriate motivation.

If you find that educational employers are not interested in you, your qualifications are light, or the competition's too keen; there's nothing at all wrong in looking at other types of jobs. Life is a constant search for new opportunities, new involvements and new challenges. One need not count himself completely out of student affairs either, for he may develop the very skills which could be appropriate to new or changing roles in higher education. Personnel experience is certainly applicable to placement and career planning; banking to financial aids; computer programming to student information systems; and newspaper work to student publications.

A system is only as good as the way in which it is used. The best one gets you where you want to go. We hope all of your job search journeys will end in success. Good surfing!



ADDENDA

Since our experience and orientation has been primarily in predominantly large, heterogeneous public and private colleges and universities with both undergraduate and graduate programs, we would be remiss if we neglected to include some of the special considerations of community colleges and predominantly Black higher educational institutions.

Thus it is, with considerable appreciation, that we are able to include two original contributions which are addressed to some of the unique characteristics and careful thought which one should be aware of in considering positions both in community colleges and in colleges with high minoirty student populations. Our gratitude is directed to Dale Miller and Frank Austin, whose papers follow. Dale is the President of Shasta College and was formerly Dean of College Affairs at California's Golden West College, known for its many innovations. Frank was Director of Career Planning and Placement at Kentucky State University and is currently a staff member of the Educational Careers Center at UCLA.

Chapter X
CAREER OPPORTUNITIES IN COMMUNITY COLLEGE STUDENT PERSONNEL

By Dale Miller

Introduction

Student personnel services are probably the least understood and, at the same time, one of the most indispensable aspects of a community college education. Without the multitude of support services offered in today's modern community colleges, the instructional program could not survive. Prospective students must be made aware of and attracted to the college, matriculated, provided essential guidance and registered into classes before the instructional program can begin to have any measure of impact. Furthermore, some semblance of order must be maintained to prevent a repetition of the "shut it down" chaos of the 1960's on many campuses if the formal educational process is to proceed uninterruptedly. All of these responsibilities begin to define the many job functions assigned to today's student personnel worker.

Those who are considering student personnel work in the community colleges should be prepared to expect varying degrees of acceptance of their roles by faculty colleagues and students, some of whom are highly supportive while others feel and express outright

hostility. Each individual student, board member, faculty member, and administrator brings with him his personal preconception of these roles based upon previous experiences. Many negative attitudes need to be considered and analyzed in historical perspective if they are to be redirected into positive directions.

Walter Lippman once wrote that people tend to think in terms of pictures rather than facts in arriving at conclusions. Such is the problem faced by student personnel workers since their roles are perceived largely through such past images as social director of the argyle sox set of the 1930's and 1940's, the ticket-takers for the lethargic students of the 1950's and the policeman-prosecutor-judge of the explosive 1960's. It is little wonder that there are so many misunderstandings and misconceptions of the support services so vital to the existence of any college. It is encouraging to see in recent years imaginative student personnel workers and programs which have been able to slough off the tired stereotypes of the past, creating positive images and unique identities which are increasingly supported by faculty and students alike.

The Staffing Needs of Present Student Personnel Programs

To assess staffing needs and job opportunities in this field, consideration must be given to present and future trends in enrollments, student characteristics, and administrative organizational patterns in community colleges.

Even in the midst of declining enrollments in many community colleges around the country, there are still over 3 million students enrolled in over 1,250 two-year colleges in the United States. This, plus the projection by the American Association of Community and Junior Colleges of over 5 million students enrolled in two-year colleges by 1981, suggests many future job opportunities in the area of student personnel services.

Even though the community college movement in this country is approaching its diamond anniversary, there is still a strong tendency to inaccurately portray the "typical" community college student. The "typical" student does not exist. On most campuses throughout the country the average age has been increasing rapidly as returning Viet Nam veterans and housewives are being attracted to college after long interruptions in their formal education. It is not unusual for a metropolitan community college to have an average student age of twenty-five or older.

The intensive minority student recruitment programs of the past ten years have also dispelled the myth of the "typical" community college student as a white-anglo-saxon-protestant, recent high-school graduate. In this sense, community colleges are truly a microcosm of American society representing a cross section of all ages, sexes, colors, and creeds.

The importance of understanding the tremendous differences existing among community college students cannot be overemphasized because, to a large extent, this heterogeneity will define the thrust of the student personnel program.

Student personnel programs take many varieties of shapes and sizes depending on the philosophical bent of the governing board, and most importantly, the college president. This is an important consideration for the prospective student personnel worker since the degree to which he is able to function creatively is largely determined by the organizational structure of the college. The current trend is toward a structure which places instructional services and student personnel services as "equal partners" in the total educational program of the college. There are still, however, many vestigial organizational patterns which subordinate student personnel services as ancillary to the instructional programs. This type of pattern can make it difficult to achieve a climate of respectability and credibility which is so essential to the development of emergent student personnel programs to meet present and future student present and future student needs.

All of these factors should be taken into account and carefully analyzed by prospective student personnel workers since misplacement in a student personnel assignment because of philosophical differences or discontentment with the community in which the college is located may be worse than no placement at all. It is essential that, wherever possible, job seekers make every attempt to get a "feeling" for the college to which they are making application.

Types of Functions Typically Performed by Student Personnel Workers in Community Colleges

Just as there is no typical community college student, there is no typical college or administrative structure common to all student personnel programs. Therefore, as the following functions are described, an attempt is made to illustrate some of the many job opportunities which may exist at various community colleges throughout the country. It will become apparent, as each function is described, that interrelatedness is inescapable regardless of the organizational structure in operation.

Admissions – Generally, the first contact the student has with the college is through admissions services. This involves advanced contacts with prospective students out in the community as well as through the traditional admissions office. Admissions administrators, counselors, and paraprofessionals (non-credentialed) typically make up the team which attempts to recruit prospective

students through presentations to high schools and community groups as well as through mobile units which are becoming increasingly popular, especially in rural areas.

Counseling – Since admissions represents the first, formal contact with prospective students, logically, counseling is closely interrelated. Typically, community college students have little understanding of their interests, abilities and aptitudes. It is through the counseling effort that students are provided with information about themselves so that important career decisions can be made intelligently and thoughtfully. The past five years have seen dramatic changes in traditional counseling programs which have important implications for job seekers in this area.

Increasingly, the counseling function has decentralized and become more specialized than ever before. In perhaps what can best be described as an outreach effort, counselors on many campuses are becoming identified and physically located out in instructional or special services areas. This has made it possible to extend the influence of the counseling program into curriculum development and other instructional matters which have a profound effect on the students they serve. In special service areas we see the emergence of counselor specialists relating to minorities, handicapped, women, elderly, etc.

Records – Student records serve as the nerve center of any college operation. These challenging roles require a "systems" orientation and increased knowledge of computers tempered by human relations abilities necessary to work with and serve a wide variety of students, faculty, and staff members.

College Governance and Activities – It is in the areas of governance and activities that the greatest amount of constructive progress and creativity may be possible in the years ahead. It is here that the college can come *together* as a community which integrates all of its members as proposed by John Dewey long before the first community college opened its doors.

Potential, however, does not insure programs; people do. A special breed of person is always needed who must learn to walk the tight rope of administrative responsibility and advocate for bonafide student causes and concerns. There is no set educational pattern which can assure either qualification or success in this vital student personnel role even though most states require some form of certification. Most importantly, candidates should have a strong foundation in the social sciences and a keen understanding of human behavior. They should have stability in terms of who they are and be willing to risk rejection on occasion because of unpopular decisions that must be made. If the experiences of the sixties taught nothing else, they taught that equivocation breeds contempt. Even the most militant radical found it difficult to stampede the student personnel administrator who "had his head together."

Student Personnel Administration

Earlier mention was made of administrative functions in admissions, records, counseling, governace and activities. To a large extent, these roles can be considered *staff* rather than *line* administrative functions. Staff administrators are generally (again, this will vary with each institution) cast in a service-implementing role as contrasted with line administration which is essentially involved with policy development and decision making.

Perhaps the most commonly indentified line administrator relating to the overall student personnel program is the chief student personnel administrator who usually serves at the dean or vice-president level. His primary responsibilities are to work closely with the college president to relate the thrust of the overall student personnel effort to the philosophical foundation of the institution. He also works closely with the chief academic administrator to coordinate the efforts of the instructional and services function and to maintain a continuing awareness of instructional programs and teaching/learning strategies.

The chief student personnel administrator, almost without exception, is selected from among candidates with line administrative experience, frequently at the community college level. He should have broad experience and sensitivities to the many functions associated with student personnel work because he will be required to make many key decisions affecting the total program. Perhaps his most difficult task is to gain respect and credibility from among the many specialists on his staff as having a measure of expertise in such a wide range of services areas.

Prospective candidates for chief student personnel administration should, above all, be capable of making major decisions intelligently and without equivocation in a variety of complex situations. In the more extreme cases of campus disruption or impending danger to the students or faculty, these decisions carry with them important implications which may linger long after the decision has been made. Those aspiring to become a chief student personnel administrator should carefully consider their decision-making capabilities in pressure situations.

The basic qualifications for administrative positions in student personnel administration, either line or staff, generally require state-level certification. Potential applicants should check with their college or university placement offices to determine certification requirements in their state. With the possible exceptions of special programs for the disadvantaged and student activities, most applicants for administrative positions are required to possess at least a master's degree. For the

chief student personnel positions, doctorate degrees are becoming much more prevalent than they were only five years ago.

Looking to the Future

Job opportunities in 1973 are much more diverse than they were in 1963. With the ebb and flow of federal and state programs under changing political administrations it is impossible to predict with any accuracy where the employment trends will be in 1983. Such conditions can create havoc with graduate schools as well as job seekers who may be preparing themselves for positions which may not exist in the future. While this is of a continuing concern to all of us, it is no reason for panic by any means. Change is inevitable and can often result in more expansive and improved programs than in the past.

In the years ahead there are many trends which will be taking form in new programs and services. There are already exciting new approaches in the area of non-traditional study which attempts to break the lockstep of the 18-week semester and to extend educational experiences to the larger community. Through modern technology and a willingness to strike out in new directions, colleges are increasingly reaching out to the community to relate formal education to the real world and to attract students who would not otherwise seek higher education.

Of particular importance to student personnel workers are the trends toward identifying and serving special-needs groups and focusing on individual personal/social and learning-skills problems which tend to interfere with the educational process.

Beginning with programs to meet the needs of ethnic minorities and the disadvantaged, community colleges are starting to identify other groups who have suffered from discrimination or neglect in one form or another. Programs for the handicapped, the aged, housewives, etc., are being developed across the nation and will gain even greater prominence in the future as federal and state funds become available to underwrite these efforts.

Within the next few years it can be predicted that most students entering community colleges will undergo an intensive diagnostic assessment of their readiness to pursue a community college educational program. The results of this readiness analysis will be reviewed with each individual student who evidences potential difficulties, and a learning-skills program prescription will be prepared so that he can overcome his particular difficulties at his own rate. An important part of this analysis will be an assessment of the student's self-concept, how he feels about himself, and his ability to succeed in life. Programs which emerge to meet these needs will represent the ultimate integration of student personnel and instructional programs.

How Can You Begin Seeking A Job in Community College Student Personnel Work?

Even though employment opportunities are increasing, the competition is increasing at an even more rapid rate. The most important goal that the applicant should have in mind, aside from actually getting the job, is to survive the initial screening stages and to be invited for an interview. Once this stage has been reached, "It's every man for himself," as far as convincing the employer that you are the best candidate for the position. Assuming you meet the minimum requirements for the position, there are many important steps you can take which will increase your chance of surviving the initial screening.

If the letter of introduction and resume pique the interest of the prospective employer, you may be asked to submit your college or university placement file for further considerations. For this reason placement files should be kept up-to-date *at all times*, even after you are employed. The written references of your employers are weighed very heavily as final selections are made. Since these letters become part of the permanent record of your placement office, ask only those individuals to provide a letter who are aware of your capabilities and who have only positive things to say about you. One negative letter in your file can have dire consequences, especially as you seek your first job in the field.

Conclusion

There has never been an adequate supply of top talent in any field. Those who become easily discouraged because of the relatively few openings for the many applicants pursuing jobs probably should not enter the field in the first place. Student personnel services of the present and the future demand staff members who are energetic, creative, flexible, and adaptable. If you possess these essential qualities, there is a place for you in some community college, somewhere.

Chapter XI

STUDENT AFFAIRS IN PREDOMINANTLY BLACK COLLEGES

Frank Austin

The multiplicity of responsibilities in only a few jobs has been an impossible fact of life for predominantly black college student personnel staff up until very recently. Currently, these institutions evidence rapidly changing needs in terms of personnel in student affairs. On high is the Vice-President of Student Affairs. Following his chain of command, there is a brand new grouping of careers at the predominantly black institution. Even though many people have dual roles, they are still directed in a congruent way to aiding the student.

In the traditional mode, the Dean of Students was also the Dean of Men. He reported directly to the president of the institution. He acted as a disciplinarian, counselor and administrator. He supervised the Dean of Women and all other individuals involved with student life. He maintained equality with the teaching faculty, by teaching at least two academic classes himself. The breadth of his responsibilities often made proficient performance next to impossible. Today all those roles are being divided among many more people on the predominantly black campus.

The career outlook for student affairs in predominantly black colleges is promising for the individual who is versed in a multiplicity of student service skill areas. For today, the thrust on the predominantly black campuses is towards a more balanced program than ever before. The traditional student affairs careers found on the black campus will most likely remain, but will be enlarged to engulf the rapidity of change the institution is undergoing in order to remain alive. Recruitment high school coordinator, financial aids and career counselors and placement advisors lead the list of student affairs positions on the campus.

There will probably be housing coordinators to administer the residence program on black campuses and to supervise counselors who will live in the student complexes. This is a different direction from the dorm mother area, although over 50% of the students attending black colleges still remain on campus.

Counselors need more than the minimal training and degrees. Experience in areas that exemplify the student's local turf is expected. A similar background to the student's may be required. Additional student affairs positions will require more and more counseling capability in their prerequisites. Older traditional approaches may be discarded and innovative styles may be asked of each counselor.

Decentralization will be the key to reaching the black youth. Therefore, super communication skills are expected of new student affairs employees on black college campuses. Listening will also be an important qualification.

Career and vocational counseling areas will shrink to group-centered activities, extending to a larger arena including cooperative educational opportunities. Personnel in this area must represent and easily juxtapose the academic and the business world, presenting them both to the black student with clear and concise definition. They will be expected to bridge the two worlds.

There remains one other area of future growth, namely student activities, since, even today, predominantly black colleges still cater to a majority of students who center their entire college experience in the local campus life. The activities staff may be required to program events that occur within the housing complexes as well as within the student activity center. As professionals they will have to program meaningful events. They will need to encourage and sustain creative programs and growth activities that involve larger portions of the campus dwellers.

Predominantly black colleges are beginning to face two other realities which will create additional student affairs opportunities in the near future. The first is the surge and influx of white students coming to the campus; the second is the commuter problem created by both whites and blacks as more students choose to live off campus. Commuters' lounges may have to be developed to create a semblance of campus life for these youngsters between classes. In part, the regular activities program (which basically occurs in late evenings) must be instituted during the day. Student affairs programs will have to extend their services in order to provide equal service to white students, which means either overworking the current personnel or enlarging the staff. The latter will occur more on many black campuses.

Student affairs means total immersion at the black college level. The emphasis is on supplementing the classroom by providing extended and varied means of fulfilling the requirements of both general and special education. Additionally, student affairs has a direct input on the social life of a black student during his pursuit of higher education.

Tomorrow may easily bring separate coordinators for each social organization as well as each fraternity and sorority. Guidance and counseling programs may have to be adjusted to assist students on a 24-basis, along with health and library service.

The special ability one needs at predominantly Black colleges remains basically an honest ability and effort to serve the student in a realistic and positive way; and an ability to admit one's deficiencies, while being wise enough to seek assistance in strengthing his deficiencies to better serve the students.

APPENDIX A
STUDENT PERSONNEL HIGHER EDUCATION ASSOCIATIONS

	Matches Applicant w/Career Opports.	Career Opports. listed in Journal	Placement Service at Annual Meeting	Cost for Services	Membership Required	Publication and Frequency of Distribution
1. ACADEMIC ADMIN. INTERNSHIP PROGRAM AMERICAN COUNCIL ON EDUCATION One Dupont Avenue Washington, D.C. 20036 Arranges internships for promising candidates Sponsored by Ford Foundation "to strengthen leadership in American higher education by enlarging the number and improving the quality of persons available for key positions in academic administration."						
2. AMERICAN ALUMNI COUNCIL One Dupont Circle Washington, D.C. 20036 Annual convention (July) Purpose is "to mobilize behind education the full strength of organized alumni support in all its spiritual, moral and practical manifestations."						"Alma Mater;" "AAC Commentary" (6 yr.); "A.A.C. Membership Directory" (annual)
3. AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS One Dupont Circle, N.W. Washington, D.C. 20036 Annual convention (April) College and university registrars, admission, financial aid, and institutional research officials; institutions are also members.			X	$20	X	"College & University" (4/yr.); "Newsletter" (4/yr.).
4. AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION 1201-16th Street, N.W. Washington, D.C. 20036 For students in preparation and educators in the fields of physical education, dance, health, athletics, education, recreation, outdoor education. Purpose is improvement of education at all levels thru such services as consultation, periodicals and special publications, leadership development, determination of standards, and research.	X		X		X	*J. of Health, P.E. & Recreation*

	Matches Applicant w/Career Opport.	Career Opports Listed in Journal	Placement Service at Annual Meeting	Cost for Services	Membership Required	Publication and Frequency of Distribution
5. AMERICAN ASSOCIATION FOR HIGHER EDUCATION One Dupont Circle, Suite 780 Washington, D.C. 20036 Annual Convention National professional organization concerned with all phases of higher education.						*J. of Higher Ed.* (9/yr); *Lit. of Higher Ed.* (ann.) *Curr. Iss. in High. Ed.* (annual)
6. AMERICAN ASSOCIATION OF JUNIOR COLLEGES Career Staffing Center P.O. Box 298 Alexandria, Virginia 22314 also: NATIONAL CENTER FOR HIGHER EDUCATION One Dupont Circle Washington, D.C. 20036 Annual meeting (Feb. - March) Persons interested in the development of Junior Colleges.	X	X	X	$1		*J. C. Journal* (10/yr.); *Directory* (annual); "Newsletter," irregular
7. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS 1201-16th Street, N.W. Washington, D.C. 20036 Annual Convention (February). Association of administrative officers of boards of education; presidents of colleges, deans and professors of educational administration, placement officers, etc.						"School Administrator" (13/yr.); "Hot Line" (13/yr.) "Annual Report"
8. AMERICAN ASSOCIATION OF SEX EDUCATORS COUNSELORS 815-15th Street, N.W. Washington, D.C. 20015 Annual Convention. Professionals concerned with sex ed. and counseling; students pursuing degrees in the field. Assists educational, religious and clinical and social agencies in developing programs. Provides follow-up services, including evaluation of programs and advice on materials and human resources.						AASEC Newsletter (4/yr.)

	Matches Applicant w/Career Opports.	Career Opports. listed in Journal	Placement Service at Annual Meeting	Cost for Services	Membership Required	Publication adn Frequency of Distribution
9. ASSOCIATION OF COUNSELING AND HUMAN DEVELOPMENT 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009 Established by American Personnel and Guidance Association to evaluate agencies offering counseling services to the public.						
10. AMERICAN COLLEGE HEALTH ASSOCIATION 2807 Central Street Evanston, Illinois 60201 Annual Convention (April.) Promotes health in its broadest aspects for all members of the college community.	X		X			"Asso. Newsletter" (6 yr.); "J. of the ACHA" (5/yr.); "Health Aff. in Higher Ed." (4/yr.) "Ann. Proceedings"
11. AMERICAN COLLEGE PERSONNEL ASSOCIATION 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009 Annual meeting (with APGA) Society of persons engaged in college student personnel services including the administration of such services and teaching.			X	$5	X	*J. of College Student Personnel* (bimonthly)
12. AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION One Dupont Circle, N.W. Washington, D.C. 20036 Represented by administrative officers in the fields of public relations, development, fund raising, public information, etc.		X	X	$15		*Coll. & Univ. J.* (5/yr.); *Placement Letters* (annual)
13. AMERICAN COLLEGE TESTING PROGRAM Box 168 Iowa City, Iowa 52240 Annual convention. Organized to provide programs of admissions testing, guidance, research, and financial aid services.						*Activity* (bimonthly) *Resrch. Report.*

	Matches Applicant w/Career Opprt.	Career Opports. listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
14. AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009 Professional society of guidance and personnel workers in all levels of education, in community agencies, government, and in business.	X	X	X	$10	X	*The Personnel and Guidance J.* (10 yr.); Guidepost ($9/yr.)
15. AMERICAN PSYCHOLOGICAL ASSOCIATION DIVISION OF COUNSELING PSYCHOLOGY 1200-17th Street, N.W. Washington, D.C. 20036 Interested in vocational guidance, psychological measurement, and personal development. Interested in college personnel programs.						*J. of Counseling Psychology* (bimonthly)
16. AMERICAN REHABILITATION COUNSELING ASSOCIATION 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009 Annual Convention, held with APGA Society of persons engaged in every aspect of rehabilitation counseling, such as service administration, teaching, or research.			X	$10	X	*Rehabilitation Counseling. Bull.* (4/yr.)
17. AMERICAN SCHOOL COUNSELING ASSOC. 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009 Annual Convention with APGA Guidance and pupil personnel counselors, elementary and secondary education. Also: persons employed in other institutions in a position to improve guidance services.			X	$10	X	The School Counselor (5/yr.)
18. ASSOCIATION OF COLLEGE UNIONS Box 7286 Stanford, California Annual Conference, March. Promotes the development of the union as the community center of the campus.	X				X	Union Wire (8 yr.) Bulletin (5/yr.) *Annual Prcdngs.*

	Matches Applicant w/Career Opports.	Career Opports. listed in Journal	Placement Service at Annual Meeting	Cost for Services	Membership Required	Publications and Frequency of Distribution
19. ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS c/o Chester J. Malanoski University of Rochester Rochester, New York 14627 Purpose is the improvement and coordination of housing and food operations for student and staff members.	X				X	Newsletter (5/yr.) *Resrch.* (Annual) *Directory* (Annual)
20. ASSOCIATION FOR THE COORDINATION OF UNIVERSITY RELIGIOUS AFFAIRS Box 2795 East Tennessee State University Johnson City, Tennessee 37601 Annual convention. Universities and members employed by universities for religious coordination; campus denominational pastors and religious advisors are associate members.						Periodic Newsletter
21. ASSOCIATION FOR SCHOOL, COLLEGE, AND UNIVERSITY STAFFING 14 East Chocolate Avenue Hershey, Pennsylvania 17033 Annual Convention (Oct. or Nov.). Institutions which prepare teachers and other educational personnel for service in public and private schools, colleges, and universities. Engaged in establishing and maintaining professional standards in recruitment and selection of staff for educational institutions.	X	X			X	*Newsletter* *ASCUS Annual* (Ordered for $5.)
22. CALIFORNIA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION 1705 Murchison Burlingame, California 94010 Annual Convention. To promote the organization and progress of school, community, and statewide programs of health, physical education and recreation.						*CAPHER J.* (5/yr.)

	Matches Applicant w/Career Opports.	Career Opports. Listed In Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publications and Frequency of Distribution
23. CALIFORNIA ASSOCIATION FOR MEASUREMENT AND EVALUATION IN GUIDANCE 654 East Commonwealth Avenue Fullerton, California 92631 Annual Convention. Oriented towards those already in or going into the area of measurements, evaluation or research.						
24. CALIFORNIA ASSOCIATION OF WOMEN ADMINISTRATORS AND COUNSELORS Fresno City College 1101 University Avenue Fresno, California 93704 Three regional meetings in odd years. State Conference in even years. To stimulate personal and professional growth; to establish closer cooperation among members; to study the problems related to the profession; to secure better standards for recognizing the status and work of members.						The CAWAC Newsletter (4/yr.)
25. CALIFORNIA ASSOCIATION OF WORK EXPERIENCE EDUCATORS Sequoia Union High School District 480 James Avenue Redwood City, California 94063 Annual Convention (May). To facilitate sharing of professional experiences; to promote understanding and development of principles and practices, education, and high professional standards in the field.						*The CAWEE News*
26. CALIFORNIA COLLEGE PERSONNEL ASSOCIATION 654 East Commonwealth Avenue Fullerton, California 92631 Annual Convention. Purpose is to promote professionalism among student personnel workers in higher education.						

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
27. CALIFORNIA CONTINUATION EDUCATION ASSOCIATION 1828 Alamitos Avenue Long Beach, California 90806 Two state meetings per year (Nov. & May). To promote continuation education and related field.	\					*CCEA Newsletter*
28. CALIFORNIA EDUCATIONAL DATA PROCESSING 77 Teresita Boulevard San Francisco, California 94127 Annual conference; monthly area meetings. To promote professional responsibility for the technology of information systems in education.						*The Printout; J. of Educ. Data Procsng.* (4/yr.)
29. CALIFORNIA EDUCATIONAL PLACEMENT ASSOCIATION California State College, Hayward 25800 Hillary Hayward, California 94542 Annual business meeting. Annual spring workshop.						*CEPA Report; Directory; Calif. Tchr. Educ. Institution*
30. CALIFORNIA JUNIOR COLLEGE ASSOCIATION 1021-12th Street Sacramento, California 95814 Annual Conference (Fall). To promote communication and cooperation among junior colleges.						*CJCA News* (9/yr.)
31. CALIFORNIA PERSONNEL AND GUIDANCE ASSOCIATION 654 East Commonwealth Avenue Fullerton, California 92631 Annual Convention. Purpose is to advance high standards of professional conduct among personnel and guidance workers.			X			*CPGA J.* (4/yr.); *CPGA Overview* (4 yr.); Divisional publication

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
32. COLLEGE ENTRANCE EXAMINATION BOARD 888 Seventh Avenue New York, N. Y. 10010 Annual Convention (October). Provides direction, coordination, and research in facilitating the transition of students from school to college. Also operates extensive research programs in fields of measurements, admissions, and financing of higher education.						*College Bd. Rev.* (4/yr.); *College Bd. Newsletter* (3-5/yr.); *Financial Aid News* (3-5/yr.); Annual Proceedings. Extensive informational publns.
33. COLLEGE PLACEMENT COUNCIL P.O. Box 2263 Bethlehem, Pennsylvania 18001 Operates a computerized program matching college-trained graduates with employment opportunities. Coordinates a body for eight regional associations of college placement directors and business, industrial, and governmental personnel officers. Represents approximately 1500 colleges and universities and 1800 employers in the U.S. and Canada.	X					*J. of Coll. Plcmnt.* (Quart.); *Coll. Plcmnt. Annual: Dir. of Coll. Plcmnt. Officials.*
34. COLLEGE STUDENT PERSONNEL INSTITUTE 165 East 10th Street Claremont, California 91711 Fall dean's conference. Professional education and development in the field of student personnel administration, information, dissemination and Educational Development Center for college fail-outs.						*Coll. Std. Persnnel. Abstracts.* (4/yr.)
35. COLLEGE AND UNIVERSITY PERSONNEL ASSOC. FORDHAM UNIVERSITY East Fordham Road Bronx, New York 10458 Annual Convention (Aug.) Interested in the improvement of campus personnel administration. Carries out special research projects and surveys.				X		*CUPA J. & Newsletter* (4/yr.)

	Matches Applicant w/Career Opprts.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publications and Frequency of Distribution
36. CONFERENCE OF ADMINISTRATORS OF COLLEGE AND UNIVERSITY COUNSELING CENTERS (Address Changes.) Annual Conference. Purpose is to hold annual conference to exchange ideas, concepts, and procedures relating to functions of counseling in higher education.						
37. CONFERENCE OF JESUIT STUDENT PERSONNEL ADMINISTRATORS LeMoyne College Syracuse, New York 13214 Annual Convention – usually two days prior to annual National Association of Student Personnel Administrators. Administrators of student personnel programs in 32 Jesuit colleges and universities in the U.S. and Canada. Cooperates with Catholic and non-Catholic educational associations in various projects.						
38. COOPERATIVE COLLEGE REGISTRY One Dupont Circle, Suite 10 Washington, D.C. 20036 Annual Convention (January) Recruits a yearly file on over ten thousand candidates for college teaching positions for the following academic year. –Faculty & administration openings in all specialities. M.A. minimum for regist. –Works with various professional assoc. and their placement agencies as well.	X					*Handbook* (yearly)
39. COOPERATIVE EDUCATION ASSOCIATION Drexel University Philadelphia, Pennsylvania 19104 Seeks to elevate the standards of cooperative education so these programs will best serve both the student and the employer.						Newsletter (4/yr.) *Journal* (semi-ann.) Membership Directory; *Dirctry. of Cooperat. Colleges* (biennial)

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
40. COUNCIL OF STUDENT PERSONNEL ASSOCIATES IN HIGHER EDUCATION c/o Dr. George W. Jones Ball State University Muncie, Indiana 47306 Annual Convention. Primary objectives concerned with student personnel work in higher education. Seeks to clarify and to interpret the role of student personnel work in higher education and coordinate activities of member organizations.						*COSPA Directory* (yearly)
41. EASTERN ASSOCIATION OF COLLEGE DEANS AND ADVISORS OF STUDENTS Hood College Frederick, Maryland Annual Convention. Aim is to foster and promote personnel ideals in the administrative and counseling work of Eastern institutions.						
42. EASTERN COLLEGE PEKSONNEL OFFICERS Radcliffe College Cambridg , Massachusetts Annual Convention. Promotes professional improvement for its members through interchange of information on common problems.						Regular Newsletter and Reports
43. EDUCATIONAL CAREER SERVICES 12 Nassau Street Princeton, New Jersey 08540 A confidential recruitment and placement service for institutions and individuals in the field of education. Affiliated with the American Alumni Council.	X			Regist. Fee	X	*AAC/ECS Review*, quarterly

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg	Cost for Services	Membership Required	Publication and Frequency of Distribution
44. EVENING STUDENT ASSOCIATION Rochester Institute of Technology One Lomb Memorial Drive Rochester, New York 14623 Annual Convention. Fosters and implements student personnel programs in evening colleges and strives for greater understanding of the evening student and his problems.						*The Image* (monthly) *UNYR Newsletter* (monthly)
45. FACULTY ASSOCIATION OF THE CALIFORNIA COMMUNITY COLLEGES, INC. 927-10th Street, Suite 209 Sacramento, California 95814 Semi-annual state council. To sponsor professional interests of faculty in California community colleges on a statewide basis.						*FACCC Bulletin* (5-6/yr.)
46. MIDDLE STATES ASSOCIATION OF COLLEGIATE REGISTRARS AND OFFICERS OF ADMISSIONS Newark College of Engineering 323 High Street Newark, New Jersey 07102 Annual Convention. Purpose is to aid members in gaining insight into the developments of the profession.						*Proceedings; Newsletter*
47. NATIONAL ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS 801 Davis Street Evanston, Illinois 60201 Annual Convention (September and October). Conducts placement service for educators, particularly in field of guidance counseling. Provides information and maintains standards for those engaged in guidance and admissions work for the college student.	X				X	*NACAC Journal* (Quart.) *NACAC Newsletter* (6/yr.)

	Matches Applicant w/Career Opports.	Career Opports. listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
48. NATIONAL ASSOCIATION OF COLLEGE DEANS, REGISTRARS, AND ADMISSIONS OFFICERS Albany State College Albany, Georgia 31705 Annual Convention (March). Deans, Registrars and Admissions Officers of collegiate institutions and predominantly Negro student bodies.						*Proceedings of the Annual Meetings*
49. NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY ADMINISTRATORS 1201-16th Street, N.W. Washington, D.C. 20036 Affiliated with the National Education Association Purpose is the "defense of administrators as employees of their institutions." For middle management administrators in colleges and universities.						
50. NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS One Dupont Circle, N.W. Washington, D.C. 20036 Annual Convention (July). Dedicated to higher education through continuous improvement of principles and practices of business and financial administration.						*The Business Officers* (12/yr.)
51. NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY CHAPLAINS AND DIRECTORS OF RELIGIOUS LIFE Dartmouth College Hanover, New Hampshire 03755 Annual Convention. To provide for more effective participation in religion in higher education; to provide a continuing fellowship for college chaplains.						*Executive Committee News* (monthly) *Newsletter* (4 yr.) *Chapel and College* (2/yr.)

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Requested	Publication and Frequency of Distribution
52. NATIONAL ASSOCIATION OF EDUCATIONAL BUYERS Cantiague Rock Road Westbury, New York 11590 Annual Convention (May). Organization of purchasing officials for colleges and universities.			X Informal			*Annual Proceedings Buying for Higher Educ.* (monthly)
53. NATIONAL ASSOCIATION OF FOREIGN STUDENT AFFAIRS 1806-19th Street, N.W. Washington, D.C. 20009 Individuals, organizations and institutions dealing with international educational exchange, including foreign student advisors, foreign student admissions officers, etc. To promote the professional preparation, appointment, effectiveness, recognition and association of individuals etc.						Newsletter (9/yr.) *Biannual Directory*
54. NATIONAL ASSOCIATION OF PUPIL PERSONNEL ADMINISTRATORS c/o Director, Pupil Personnel Richmond Public Schools 809 East Marshall Street Richmond, Virginia 23219 Annual Convention (October). For administrators of pupil services in guidance and counseling, child welfare and attendance, social services, and special education.	X				X	*NAPPA News* (4/yr.)
55. NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS Division of Financial Aid Purdue University LaFayette, Indiana 47907 Annual Convention. Seeks to promote the professionalism of student financial aids officers	X				X	*J. of Student Financial Aid* (3-4/yr.); *NASFAA Newsletter* (4-6/yr.)

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
56. NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS Portland State University P.O. Box 751 Portland, Oregon 97207 Annual Convention (April). "To discuss and study the most effective methods of aiding students in their intellectual, social, moral, and personal development; to cooperate with agencies and associations representing higher education, government, community resources, and specialized interests in student personnel work."	X		X			*Journal; Placement Bulletin* (4/yr.)
57. NATIONAL ASSOCIATION OF WOMEN DEANS AND COUNSELORS 1201 16th Street, N. W. Washington, D.C. 20036 Promotes study of new trends in student personnel, curriculum and guidance, problems of women's education and counseling of women students.	X		X	X	X	*J. of the Natl. Association of Women Deans and Counselors; Newsletter*
58. NATIONAL CATHOLIC GUIDANCE CONFERENCE, INC. 2000 Norris Place Louisville, Kentucky 40205 Annual Convention (April). Acts as a coordinating and representative agency for Catholics in personnel and guidance work.						*Natl. Catholic Guid. Conf.* Journal (4/yr.); *News Digest* (4/yr.)
59. NATIONAL COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN 203 Cooke Hall University of Minnesota Minneapolis, Minnesota 55455 Annual Convention. Professional society of physical educators (men) employed in colleges and universities.						*Newsletter* (4/yr.); *Quest* (4/yr.); *Annual Proceedings*

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
60. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION Midland Building Kansas City, Missouri 64105 Annual meeting (January). Universities, colleges, and allied educational-athletic associations devoted to the sound administration of intercollegiate athletics.						*NCAA News* (monthly) Annual reports.
61. NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION 1201-16th Street, N.W. Washington, D.C. 20036 Semi-Annual Meetings (February & June.) Designed for women holding administrative positions in education.						*NCAWE News* (3/yr.)
62. NATIONAL COUNCIL OF COLLEGE PUBLICATIONS ADVISERS Indiana State University Terre Haute, Indiana 47809 Annual Convention. Aims to elevate standards for the effective guidance of the student press.						*NCCPA Newsletter* (4/yr.); *College Press Review* (semi-annual)
63. NATIONAL COUNCIL OF MEASUREMENT IN EDUCATION Office of Education Services Michigan State University East Lansing, Michigan 48823 Annual Convention. Educators interested in measurement and interpretation of human abilities, personality characteristics, and educational achievement.						*J. of Educational Measurement* (4/yr.) *Newsletter* (4/yr.)
64. NATIONAL EDUCATION ASSOCIATION 1105 Murchison Burlingame, California 94010 To improve instruction and the welfare of educators.						*Today's Education; Research Bulletin; NEA Handbook*

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
65. NATIONAL VOCATIONAL GUIDANCE ASSOCIATION 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009 Annual Convention with APGA. Concerned with vocational and educational planning. Members include representatives from secondary schools, colleges, governmental agencies, business and industry. Division of APGA.			X	$10	X	*Vocational Guidance Quarterly*
67. ORIENTATION DIRECTORS CONFERENCE c/o Dr. Earl N. Van Eaton Oklahoma State University Stillwater, Okiahoma 74074 Annual Conference. No membership structure. Presents research, educational philosophy, and practical ideas for programming orientation and techniques for dealing with new students.						*Proceedings,* Annual
66. PACIFIC ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS 7101 West 80th Street Los Angeles, California 90045 Annual Conference (November). To provide means for consideration of professional problems common to members; to contribute to general advancement of education.						Conference Proceedings
68. SOCIETY FOR FIELD EXPERIENCE EDUCATION Mr. James Fenney c/o New College P.O. Box 1898 Sarasota, Florida 33578 Annual Conference. To facilitate sharing of ideas and activities, exploration of problems, and development of information and expertise in the field of experiential education.						

	Matches Applicant w/Career Opports.	Career Opports. Listed in Journal	Placement Service at Annual Mtg.	Cost for Services	Membership Required	Publication and Frequency of Distribution
69. UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION 29 West Woodruff Avenue Columbus, Ohio 43 Promotes improvement of pre-service and in-service training of school administrators.						*UCEA Newsletter* (bimonthly); *Educ. Administration Quarterly; Educ. Administration Abstracts*
70. UPPER MIDWEST ASSOCIATION OF COLLEGE REGISTRARS AND ADMISSIONS OFFICERS College of St. Teresa Winona, Minnesota 55987 Promotes exchange of information of problems of common interest to its members.						
71. WESTERN COLLEGE ASSOCIATION Mills College Oakland, California 94613 Annual meeting (March).						Addresses and annual proceedings.

APPENDIX B
STUDENT PERSONNEL ROLES – BIBLIOGRAPHY

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APPENDIX C – COLLEGES AND UNIVERSITIES OFFERING GRADUATE PROGRAMS IN STUDENT AFFAIRS

Institutions Offering Graduate Programs in Student Personnel Work	MASTERS LEVEL GRADUATE PROGRAM	DOCTORAL LEVEL GRADUATE PROGRAM	EMPHASIS: In Student Personnel Admin.	EMPHASIS: In Counseling and Guidance
X = Yes O = No				
Alabama				
Auburn University	X	X	O	X
Tuskegee Institute	X	O	X	X
University of Alabama	X	X	X	X
Alaska				
University of Alaska	X	O	O	X
Arizona				
Arizona State University	X	X	X	X
University of Arizona	X	X	X	X
Arkansas				
Arkansas State University	X	O	O	X
Henderson State College	X	O	O	X
University of Arkansas	X	X	X	X
California				
California State at Hayward	X	O	O	X
California State at Long Beach	X	O	O	X
California State at Los Angeles	X	O	O	X
California State at Sacramento	X	O	O	X
California State at Chico	X	O	O	X
California State at San Diego	X	O	O	X
California State at San Francisco	X	O	O	X
California State at San Jose	X	O	O	X
Chapman College	X	O	O	X
Claremont Graduate School	X	X	X	X
Pepperdine College	X	O	O	X
Stanford University	X	X	X	X
University of California, Berkeley	X	X	O	X
University of California, Los Angeles	X	X	O	X
University of California, Santa Barbara	X	X	O	X
University of Pacific	X	X	X	X
University of Santa Clara	X	O	O	X
University of Southern California	X	X	O	X
Colorado				
Adams State College	X	O	O	X
Colorado State College	X	X	X	X
Colorado State University	X	O	X	X
University of Colorado	X	O	O	X
University of Denver	X	X	X	O
Connicticut				
Fairfield University	X	O	O	X
Southern Connecticut State College	X	O	X	X
University of Bridgeport	X	O	X	X
University of Connecticut	X	X	X	X

Institutions Offering Graduate Programs in Student Personnel Work	MASTERS LEVEL GRADUATE PROGRAM	DOCTORAL LEVEL GRADUATE PROGRAM	EMPHASIS: In Student Personnel Admin.	EMPHASIS: In Counseling and Guidance
Delaware				
University of Delaware	X	O	O	X
District of Columbia				
The American University	X	X	X	X
Catholic University of America	O	X	O	X
George Washington University	X	being dev.	O	X
Howard University	X	O	X	X
Florida				
Barry College	X	O	O	X
Florida A&M	X	O	X	X
Florida State University	X	X	X	O
University of Florida	X	X	X	X
University of Miami	X	X	X	O
Georgia				
Georgia State College	X	O	O	X
University of Georgia	X	X	O	X
West Georgia College	X	O	O	X
Hawaii				
University of Hawaii	X	X	O	X
Idaho				
Idaho State University	X	O	X	X
Illinois				
Chicago State College	X	O	O	X
De Paul University	X	X	O	X
Eastern Illionis University	X	O	X	X
Loyola University of Chicago	X	X	X	X
Northern Illinois University	X	X	X	O
Northwestern University	X	X	X	X
Southern Illinois University	X	X	X	X
University of Illinois	X	X	O	X
Western Illinois University	X	O	O	X
Indiana				
Ball State University	X	O	X	X
Butler University	X	O	O	X
Indiana State University	X	X	X	X
Indiana University	X	X	X	special program
Purdue University	X	X	O	X
Iowa				
Drake University	X	O	O	X
Iowa State University	X	X	O	X
University of Iowa	X	X	special program	X
University of Northern Iowa	X	O	X	X
Kansas				
Fort Hays Kansas State College	X	O	O	X
Kansas State Teachers College	X	O	O	X
Kansas State University	X	O	O	X
Kansas State College of Pittsburg	X	O	O	X
Kentucky				
Morehead State University	X	O	O	X
Western Kentucky University	X	O	X	X

Institutions Offering Graduate Programs in Student Personnel Work	MASTERS LEVEL GRADUATE PROGRAM	DOCTORAL LEVEL GRADUATE PROGRAM	EMPHASIS: In Student Personnel Admin.	EMPHASIS: In Counseling and Guidance
Louisiana				
McNeese State College	X	X	O	X
Northwestern State College	X	O	O	X
Tulane University	X	O	O	X
University of Southwestern Louisiana	X	O	O	X
Maine				
University of Maine	X	X	X	X
Maryland				
University of Maryland	X	X	X	X
Massachusetts				
Assumption College	X	O	O	X
Boston College	X	X	O	X
Harvard University	X	X	O	X
Northeastern University	X	O	O	X
Springfield College	X	O	X	X
Michigan				
Andrews University	X	O	O	X
Central Michigan University	X	O	O	X
Eastern Michigan University	X	O	X	X
Michigan State University	X	X	X	X
Northern Michigan University	X	X	O	X
University of Detroit	X	O	O	X
University of Michigan	X	X	O	X
Wayne State University	X	X	X	X
Western Michigan University	X	X	X	X
Minnesota				
Mankato State College	X	O	X	X
Moorhead State College	X	O	X	X
St. Cloud State College	X	O	O	X
University of Minnesota (Duluth)	X	O	O	X
University of Minnesota (Minneapolis)	X	X	O	X
Mississippi				
Mississippi State University	X	X	O	X
University of Mississippi	X	X	X	X
University of Southern Mississippi	X	X	X	X
Missouri				
Northeast Missouri State College	X	O	O	X
Saint Louis University	X	X	X	X
Southeast Missouri State College	X	O	O	X
University of Missouri	X	X	X	X
Washington University	X	X	O	X
Montana				
Eastern Montana College	X	O	O	X
Montana State University	X	O	O	X
University of Montana	X	X	O	X
Nebraska				
Chadron State College	X	O	O	X
Creighton University	X	O	O	X
University of Nebraska at Omaha	X	O	O	X
University of Nebraska at Lincoln	X	X	O	X

Institutions Offering Graduate Programs in Student Personnel Work	MASTERS LEVEL GRADUATE PROGRAM	DOCTORAL LEVEL GRADUATE PROGRAM	EMPHASIS: In Student Personnel Admin.	EMPHASIS: In Counseling and Guidance
Nevada				
University of Nevada	X	O	X	X
New Hampshire				
University of New Hampshire	X	O	O	X
New Jersey				
Fairleigh Dickinson University	X	O	O	X
Glassboro State College	X	O	O	X
Montclair State College	X	O	X	O
Rutgers The State University	X	O	N/A	N/A
Trenton State College	X	O	X	O
New Mexico				
New Mexico State University	X	X	X	X
University of New Mexico	X	X	X	X
New York				
Alfred University	X	O	O	X
City University of New York	X	O	X	X
Colgate University	X	O	X	O
Cornell University	X	X	X	X
Fordham University	X	X	O	X
Hofstra University	X	O	O	X
Manhattan College	X	O	O	X
Niagra University	X	O	O	X
St. John's University	X	X	O	X
St. Lawrence University	X	O	O	X
State University College of Arts & Science.	X	O	O	X
State University of New York at Albany	X	X	X	X
State University of New York at Buffalo	X	X	O	X
Syracuse University	X	X	X	O
Teachers College, Columbia University	X	X	X	X
University of Rochester	X	X	X	X
North Carolina				
Appalachian State University	X	O	X	X
Duke University	X	X	O	X
East Carolina University	X	O	O	X
North Carolina State University	X	X	X	X
University of North Carolina, Chapel Hills	X	X	X	X
University of North Carolina, Greensboro	X	X	X	X
Wake Forest University	X	O	O	X
North Dakota				
University of North Dakota	X	X	X	X
Ohio				
Bowling Green State University	X	O	X	X
John Carroll University	X	O	O	X
Case Western Reserve University	X	X	X	X
Kent State University	X	X	X	X
Miami University	X	X	X	X
Ohio State University	X	X	X	X
Ohio University	X	X	X	X
University of Akron	X	X	O	X
University of Cincinnati	X	X	O	X

Institutions Offering Graduate Programs in Student Personnel Work	MASTERS LEVEL GRADUATE PROGRAM	DOCTORAL LEVEL GRADUATE PROGRAM	EMPHASIS: In Student Personnel Admin.	EMPHASIS: In Counseling and Guidance
Ohio (cont.)				
University of Dayton	X	X	O	X
University of Toledo	X	X	X	X
Xavier University	X	O	O	X
Oklahoma				
Oklahoma State University	X	X	X	X
Phillips University	X	O	O	X
Southeastern State College	X	O	O	X
University of Oklahoma	X	X	X	X
Oregon				
Oregon State University	X	X	X	X
University of Oregon	O	X	X	X
Pennsylvania				
Edinboro State College	X	O	O	X
Gannon College	O	X	O	X
Indiana University at Pennsylvania	X	O	O	X
Lehigh University	X	X	O	X
Marywood College	X	O	O	X
Pennsylvania State University	X	X	X	X
Shippensburg State College	X	O	O	X
Temple University	X	X	O	X
University of Pennsylvania	X	X	X	X
University of Scranton	X	O	O	X
Villanova University	X	O	O	X
West Chester State College	X	O	O	X
Westminster College	X	O	O	X
Rhode Island				
University of Rhode Island	X	O	O	X
South Carolina				
Clemson University	X	O	O	X
South Carolina State College	X	O	O	X
University of South Carolina	X	X	X	X
Winthrop College	X	O	O	X
Tennessee				
Austin Peay State University	X	O	O	X
East Tennessee State University	X	O	O	X
George Peabody College for Teachers	X	X	O	X
Memphis State University	X	X	X	X
University of Tennessee	X	X	X	X
Texas				
Abilene Christian College	X	O	O	X
Stephen F. Austin State College	X	O	O	X
Baylor University	X	X	X	X
East Texas State University	X	X	X	X
Hardin-Simmons University	X	O	O	X
North Texas State University	X	X	X	X
Southern Methodist University	X	O	O	X
Texas A&M University	X	X	X	X
Texas Christian University	X	O	O	X
Texas Technological College	X	X	O	X

Institutions Offering Graduate Programs in Student Personnel Work	MASTERS LEVEL GRADUATE PROGRAM	DOCTORAL LEVEL GRADUATE PROGRAM	EMPHASIS: In Student Personnel Admin.	EMPHASIS: In Counseling and Guidance
Texas (cont.)				
Trinity University	X	O	O	X
University of Texas at Austin	X	X	O	X
University of Texas at El Paso	X	O	O	X
West Texas State University	X	O	O	X
Utah				
Brigham Young University	X	X	O	X
Utah State University	X	X	O	X
University of Utah	X	X	O	X
Virginia				
College of William & Mary	X	O	O	X
Old Dominion College	X	O	O	X
Radford College	X	O	O	X
University of Virginia	X	X	O	X
Virginia Commonwealth University	X	O	O	X
Virginia State College	X	O	O	X
Washington				
Eastern Washington State College	X	O	X	X
Gonzaga University	X	O	O	X
Pacific Lutheran University	X	O	X	X
Seattle Pacific College	X	O	O	X
University of Puget Sound	X	O	O	X
University of Washington	X	X	X	X
Walla Walla College	X	O	O	X
Washington State University	X	X	X	X
Western Washington State College	X	O	O	X
Whitworth College	X	O	O	X
West Virginia				
Marshall University	X	O	O	X
West Virginia University	X	X	X	X
Wisconsin				
Stout State University	X	O	X	X
University of Wisconsin, Madison	X	X	X	X
University of Wisconsin, Milwaukee	X	O	O	X
Wisconsin State University, Eau Claire	X	O	O	X
Wisconsin State University, Oshkosh	X	O	X	X
Wisconsin State University, Plateville	X	O	O	X
Wisconsin State University, River Falls	X	O	O	X
Wisconsin State University, Superior	X	O	O	X
Wyoming				
University of Wyoming	X	X	X	X

APPENDIX D
INVENTORY OF STUDENT AFFAIRS SKILLS

SKILLS	Adm. & Mgt.	Activities	Admissions & Reg.	Athletics	Financial Aids	Men's Affairs	Community Services	Counseling & Testing	Cultural & Rec. Aff.	Foreign Students	Housing	Learning Skills	Legal Affairs	Orientation	Plcmt. & Career Plng.	Hdcp. Students	Minority Students	Special Projects	Student Health	Student Union	Women's Affairs
COMMUNICATION																					
Report Writing	X	X	O	X	X	O	O	O	O	X	X	O	X	O	O	X	X		X	O	O
Correspondence	X	O	X	O	X	O	X	O	O	X	X	O	X	X	X	X	X			O	O
Tel. Contact	X	X	X	O	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
Verbal Interper. Con.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
Grp. Presentations	X	O	X	X	X	X	X	O	O	X	O	X	X	X	O	O	X		+	O	X
Grp. Discussions	X	X	O	X		X	X	X	X	X	X	X	X	X	X	O	X		+	O	X
ADMINISTRATION																					
Budgeting	X	O	O	O	X	O	O	+	X	O	X	+		X	O		X			X	O
Dev. Policies & Prod.	X	O	O	O	O	O	O	O	O	X	X	O	X	O	O	X	X			X	O
Program Dev.	X	X		X		X	X	O	X	X	X	O		X	O	O	X		+	O	X
Staffing	X	+					+				O			X			O			X	
Organizing	X	X	X	X	X	X	X	O	X	X	X	X		X	X	X	X		+	X	X
Relating to Public	X	X	X	X	X	O	X	O	O	O	O	+	O	O	O		X		+	+	O
Allocating Space/Fac.	X	X		X			O		X		X			X		O	O			X	
Evaluating	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
COUNSELING																					
Academic			O	O		+		O		O	O	O		O	O	O	O				+
Personal			X			X	X				O			O						X	X
Career			+	O		+	O	X		O	O	+		O	X	O	O				+
Activities		X				X	X	+	X	+	X			O	O	O	O				+
Financial			+	O	X	X		O		O	O			O	+	O	X				+
Veterans					O	X		O						O	+	O					
Psychiatric								O								+			X		
Drugs						+		O		O	O				+	+			X		+
Sex						+		X		O	O				O	+			X		+
Legal		+			+	+		+		X	+		X		+	O	+				+
SPECIAL AREAS OF EMPHASIS																					
Manpower Sup/Dem.			+			+	+	+		+	+	+		+	X	+	+				+
Govt. Laws & Reg.	O	+	+	+	X	+	+	+		X	O		X	+	O	X	X		+	+	+
Inst. Rules & Regul.	X	X	X	X	X	X	X	+	X	X	X	X	X	X	O	X	X		+	+	+
Community Resources	O	X	X	O	X	+	X	X	X	X	X	O	X	O	X	X	X		X	O	O
Acad. Prog. & Reg.	+		X	+	+	+		O		O	O	O		O	O	O	O				O
Tests & Measurements			X		+			X		O		O			O	O	O		O		

X = Use Frequently
O = Use Periodically (Should have knowledge and understanding.)
+ = Helpful to have

SKILLS	Adm. & Mgt.	Activities	Admissions & Reg.	Athletics	Financial Aids	Men's Affairs	Community Services	Counseling & Testing	Cultural & Rec. Aff.	Foreign Students	Housing	Learning Skills	Legal Affairs	Orientation	Plcmt. & Career Plng.	Hdcp. Students	Minority Students	Special Projects	Student Health	Student Union	Women's Affairs
SPECIAL AREAS OF EMPHASIS (cont.)																					
Sports - Athletics	+		X		+			X		O			+								
Leisure Time Act.		+		+		+		+	X	+	O			+	+	+	+			O	+
Data Processing	+		X		X						+			+	+						
Food Processing											+									X	
Stu. Consumer Prods.																				X	
Foreign Languages										O		+									
Lng. & Study Skills								O		O	O	X		+	+	+	O				+
Health & Safety	O	O		X					X	+	X			+		X	+		O	O	+
Medical Services				+						+	+			+		+			X		
Drug Information						+		O		+	+			+	+	+	+		O		+

APPENDIX E
SAMPLE RESUME

NAME: John T. Doe

ADDRESS: Residence: 2218 Oak Street, Ann Arbor, Mich. TELEPHONE: 641-9231
Business: Student Activities Office, Univ. of Mich. TELEPHONE: 641-7371
Ann Arbor, Mich.

DATE OF BIRTH: August 3, 1933 HT: 6 feet, one inch WT: 175 pounds

MARITAL STATUS: Married, one son 2 years of age; one daughter 4 years of age

CITIZENSHIP: (If applicable, indicate whether or not you have filed your intent for U.S. citizenship or permanent residence visa).

EMPLOYMENT EXPERIENCE:

1969-pres.	2 yrs.	Assistant Dean, Student Activities, University of Michigan, Ann Arbor, Michigan
1966-1969	3 yrs.	Part-Time Adviser, Student Activities, Los Angeles City College, Los Angeles, California
1965-66	1 yr.	Resident Intern, Housing, University of California, Los Angeles
summers:		
1958-61	9 mos.	Insurance Salesman, Summers and Sons, Inglewood, California

CALIFORNIA CREDENTIALS: (Important for public school positions)

California Pupil Personnel

EDUCATIONAL TRAINING:

			Major	Minor
1965-69	University of California, Los Angeles	PhD	Higher Ed.	Psych.
1963-65	University of California, Berkeley	MA	Psych	
1960-62	University of California, Los Angeles	BA	History-U.S.	German
1958-60	Los Angeles City College, Los Angeles	AA	History-U.S.	

GRADUATE STUDY:

Subject Field (Major & Minor)	Instructor	Institution	Qtr. Units
Higher Education	Park, Hand, Pace	UCLA	40
Psychology	Lombard/Kirk	UCB	30
	Raven	UCLA	16

Units Beyond Master's Degree: 40

Examination fields for the Doctorate: Higher Education
Psychology

Title of Doctor's Dissertation: Accountability in College-University Student Affairs
Professor in Charge: Park, Prof. of Ed.

PROFESSIONAL ORGANIZATION MEMBERSHIP:

National: Phi Beta Kappa – Undergraduate Honorary
American Psych. Assn./American Personnel and Guidance and/American Higher Education Association.

MILITARY SERVICE (If applicable)

Received commission as Ensign, United States Navy, September, 1954. Returned to inactive duty, January 20, 1958, with rank of Lieutenant Commander.

SUMMARY OF PROFESSIONAL EXPERIENCE: (Functional breakdown by which administrators, researchers, teachers, counselors, and other educationists may describe particular areas of competence as indicated by the following examples)
(Example for Administrators)

Management and Supervision – Serves as Asst. Dean in student activities advising and coordinating programs related to student welfare and special socio-political interest groups.

Budget and Fiscal – Currently, advise and approve a student budget of 6,000 dollars.

Program Development – (briefly describe) Advise on the development of 2 community programs involving student participation.

Individual and Group Counseling – (briefly describe)

Professional Relations – (briefly describe)

Personnel Activities – (briefly describe)

Counseling Activities – (briefly describe)

Etc.

COMMUNITY ACTIVITIES AND MEMBERSHIPS:

Volunteer with Neighborhood Youth Association
Volunteer with Free Clinic

HONORS RECEIVED:

Haines Fellowship – UCLA
Listed in – Who's Who in California
Who's Who in Young America
Who's Who in American Education

TRAVEL.

Extensive travel by motorcycle in the United States, Summer, 1968.
Germany, France, England, Spain - Summers 1967, 1969.

LANGUAGE COMPETENCIES:

Fair command of Spanish.

ARTICLES PUBLISHED:

APPENDIX F
TYPICAL JOB DESCRIPTIONS OF SELECTED STUDENT AFFAIRS ENTRY LEVEL POSITIONS

STUDENT PERSONNEL ADMINISTRATION

COLLEGE/ UNIVERSITY

Assistant Dean of Students (2 Positions)

One position will have the responsibility for developing community-based learning opportunities for out-of-class educational enrichment, student volunteer community service programs, and active roles in planning and development of innovative campus union facility. The other position has major responsibility for all on-campus orientation with opportunity for creative involvement in a wide range of activities. Previous experience in student affairs, law, university teaching, Vist , or Peace Corps. PhD preferred.
SALARY: $10,900 - $12,000.

Assistant Dean of Students

COMMUNITY COLLEGE

Master's preferred; appropriate supervisory or administrative credentials and for pupil personnel credential. 3 years junior college experience preferred. Evidence of successful teaching, counseling, or supervisory experience in student services. Assist in administrating the EOPS program. Student Insurance program, supervise all aspects of college athletics programs, Associated Students Financial program, etc.
SALARY: $14,208 - $20,974.

PLACEMENT

Placement Interviewer

COLLEGE/ UNIVERSITY

M.A. in counseling, psychology, or closely related field. 2 years progressive responsibility in college placement office desirable. Business or industry experience helpful.
SALARY: $7,368 - $8,952 for 12 months.

Placement Interviewer

COMMUNITY COLLEGE

A.A. Degree or equivalent; one year experience in public contact work involving interviewing.
SALARY: $608 - $755 per month.

STUDENT ACTIVITIES

Activities Advisor

COLLEGE/ UNIVERSITY

Master's preferred. College experience in residence halls and/or student activities. Must have ability to work and communicate effectively with students and colleagues. Sensitivity and understanding of current problems encountered by students. Responsibility for working with residence hall students in all activities programming including lectures, concerts, and films. Advisor to student government and committees.
SALARY: $772 - $849 per month.

Student Activities Assistant

COMMUNITY COLLEGE

B.A. preferred but not required. Journalism major preferred but not required. Experience in actual participation in student activities during their high school and/or college career. Ability to write news releases, news and feature articles, including pictures, and editing publications.
SALARY: $570 - $716 per month.

COUNSELOR

Counselor

COLLEGE/ UNIVERSITY

Academic year position, beginning at rank of assistant professor with tenure after 4 years. Experience in direct individual and/or group counseling with adolescents and young adults, including both personal-social and vocational-educational aspects. Extensive and direct personal experience with disadvantaged and minority group persons. Training in group counseling and methods of basic encounter are essential. Master's in psychology, sociology, social work, or counseling and guidance plus relevant work experience, or academic qualification at doctorate level.
SALARY: $9,324 - $11,340 without Dr.
$9,804 - $11,904 with Dr.

COMMUNITY COLLEGE

Counselor

Candidates must hold or qualify for the Pupil Personnel Credential of the Community College Counselor Credential. The candidate should have a background of experience in counseling (especially in vocational areas).
SALARY: OPEN

RESIDENCE HALL

COLLEGE/ UNIVERSITY

Residence Hall Director – Male or Female

Master's in area of student personnel and counseling. Some previous residence hall experience. Primary responsibility for the direction of a residence hall including educational programs, activities, counseling, administration, and in-service training of staff.
SALARY: $7,400 for 10 months and housing for 12 months. Additional salary depending on education and experience.

ADMISSIONS-REGISTRAR

COLLEGE/ UNIVERSITY

Assistant Registrar

Bachelor's required. Master's in appropriate field (Social sciences, business administration, higher education) or work toward that degree preferred. 2 years experience in higher education as instructor or administrator, including some experience in working with automatic data processing and administrative application required. Direct experience in college or university admissions and records highly desirable.
SALARY: $9,852 - $11,976

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 25 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION